THE AUSTRALIAN LIBRARY JOURNAL

PRELIMINARY EXAMINATION RESULTS AND REPORTS

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THE LIBRARY ASSOCIATION OF AUSTRALIA

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Quarterly—Vol. 7, No. 4 October, 1958

EDITOR: THE HONORARY GENERAL SECRETARY

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Some Basic Problems in Libraries

By KEYES D. METCALF.

(A talk given to a meeting of the New South Wales Branch.)

Dr. Metcalf spoke extemporaneously and informally. His talk was recorded on tape and he did not expect it to be published but has very kindly given his consent to its publication.

As your Chairman has announced, I am going to talk on some basic problems in libraries — I ought to limit that and say that it applies to libraries in the United States. I do know a little about libraries in the United States and I think probably that the problems in the United States correspond to those that you face here, so I hope that at least some of the things that I have to say will sound intelligible to you. Instead of speaking of problems first I am going to give three of the basic facts of life, of library life, in the United States. One of them is that libraries tend to grow, and they tend to grow more rapidly than the institutions to which they are attached. I say institutions to which they are attached because I have been attached in recent years to an institution of higher learning, and so if I speak too much from the point of view of a university librarian please forgive me. Certainly one of the basic facts of life, at least for a university library, is that it tends to grow more rapidly than other parts of the university. This probably will not be the case in the next fifteen years, when the number of students in our universities will be increasing with unusual speed, but if you take the long-term view, a university library grows more rapidly than other parts of the university because it adds and seldom subtracts. The students come to a university and they are dropped, or graduate and leave; the professors and the other members of the staff come to a university and they transfer to another institution or retire, but the books come and stay and so they accumulate and the library tends to grow more rapidly than the other parts of the university. When one part of an institution grows more rapidly than other parts it creates a problem, whether it is the library or anything else. So this is the first of the basic facts of library life, that libraries tend to grow more rapidly than other parts of their institutions and therefore to cause trouble.

The second basic fact of life is this, and this may be the fault of librarians. (Perhaps the first fact that we grow is the fault of librarians. I am going to say a little more about that later. Perhaps we ought to weed out more than we do.) The second point that I am going to make is perhaps even more the fault of librarians. As our libraries get larger we have been unable, certainly in the research library, to reduce the unit cost — the cost of adding a new volume, of cataloguing it, of serving it. It is more difficult to distinguish one volume in a million than one volume in 100,000 — you have to catalogue it in more detail. It takes longer for a librarian to go and pick out a book from among a million volumes than from among 100,000. Almost everything in connection with a library becomes more expensive as it gets larger.

And the third of these basic facts of library life is the fact that the better service we give, the greater the demands made upon us, and that can be a very serious matter. I remember when we opened a special library at Harvard for undergraduates we thought that, although we had been giving a pretty good library service before to our undergraduates, the use of the library might increase a third or something like that, but when it doubled overnight we were in a

hole; we had not prepared for it; we did not have the money to pay the staff to take care of the doubled use.

So we have these three facts: that we tend to grow more rapidly than the other parts of our institutions; that as we grow the unit cost becomes greater; and that as we give better service greater demands are made upon us, and when you put these three things together it certainly means that libraries of all kinds tend to be in trouble financially. Having been engaged in administrative work in libraries for most of my life, I am perhaps obsessed with this financial problem — but it is a very serious one.

Now I think I am ready for the basic problems and I am inclined to think that there are eight different problems that we have to face, and each of them involves expenditures. Because of these basic facts that I have spoken of we need to watch the expenditure in connection with all eight of the activities carried out in a library. We start off by acquiring books and in many ways that is the most expensive thing we do if you think of all the consequences of acquiring a book. It not only involves the cost of paying for the books that we acquire, but the cost of selecting them may be very high. It also involves the cost of cataloguing them after we have purchased them, and even if we don't purchase them it involves cataloguing, storing them and serving them. So most of our library expenditures come from our acquisition programme, and I'm inclined to think that in the States none of us has paid enough attention to our acquisition programme. We tend to just acquire anything that comes along. Too many of us like to brag that our library is larger than somebody else's library, and so if we can get books inexpensively and easily, if we can get them given to us, we tend to add them to our library and involve ourselves in more and more expenditure. So our first basic problem has to do with acquisition, and I wish that our libraries in the States did better in working out an acquisition programme — a book selection programme. Our small public libraries do pretty well; there are good aids for them. Our special libraries do pretty well because they are working in a limited field. Our large research libraries, which are the most expensive kinds of libraries that we have, are the ones that fail most in book selection and in the acquisition programme, and as a university librarian I am ready to say that it is our university libraries that have in the past done the poorest job. I am sure that at the Harvard library, where I worked for eighteen years before I retired, we did not do a good job in book selection. Having been a professor myself for a considerable period, I am going to blame it on the professors. One reason our universities do not do a better job in book selection is because they rely on the professors, and the professors are busy men, and their primary interest is in something else, and they go off on sabbatical leaves and on holidays and are not systematic. You cannot have a good book selection programme unless it is done systematically and people who are responsible for it keep it on their minds continually and do not do a good job one month and a poor job the next month. It is the library that does its book selection systematically, week after week, month after month, year after year that comes up with the best results — with the best rounded collection. The New York Public Library reference department, to which I was attached for twenty-five years, did a better job in book selection than any other library that I have ever known, not because I was attached to it, but because a man named H. M. Lydenberg was attached to it and was for forty-five years devoted to its book selection and concerned with keeping it on an even keel. As a result this library has the best rounded research collection in the world today. One of the things about book selection — about acquisition programmes — that I am going to speak about later, one of the things that those of us in the large research libraries need to learn and have failed to learn is that no library can have everything. We have to select just as a small library has to select, and we must not forget what a very important matter the acquisition programme is.

The second of the basic problems is getting the material acquired under satisfactory bibliographical control, if you want to use that term, or getting it catalogued,

the term some of us use instead. I think one of the reasons that we have a problem with our cataloguing is that we are not entirely sure just what we are trying to do in our catalogue — what is our objective. I am not going to spend any time this evening talking about cataloguing, but I am convinced that it is very important. I have spent quite a number of years of my life dealing with the problem but it has always been over my head. We must not neglect it but we must make up our minds what we are trying to do, what the catalogue is supposed to do, and then try to make it do that thing. I am going to venture to say one more thing about it, and this is even worse than getting into an argument about cataloguing and classification rules; I am going to insult all the cataloguers here now, I suppose, by saying that the great difficulty, the thing that causes our troubles in connection with cataloguing, is that the better the cataloguer the more trouble that cataloguer makes for us, because he or she does a better job and takes longer to do it and helps to bankrupt us.

But to go on to the third of our basic problems, and that is the question of service. We buy the books and we catalogue them so as to make them available to our readers. Nobody has any business in library work unless he likes to make the books in his library serviceable to his readers. That is what a good many of us spend our time doing but, strange as it may seem at first thought to most of you here, we find in the United States of America, particularly in our university libraries, that we have two philosophies of service: one is that which was perhaps best demonstrated by Miss Isobel Mudge, who wrote the standard book dealing with reference works and who was perhaps our greatest reference librarian, who felt that everything in the world must be done for the reader, and that you should not go into library work unless you are ready to do that. But at Harvard University, where I worked, we had a very different philosophy: we are inclined to think that a very large part of liberal or advanced education consists of learning how to use a library and we do not do very much for our students and our faculty members; we do less than is done in any other large library in the country, if not in the world. All we do is to try to make the library easy to use and to teach the students and faculty how to use it, and make them do the work instead of our doing it for them. Then we like to spend the money we save that way in buying more books. Now you cannot do that in some types of libraries, of course, but we do it at Harvard, and I am telling you this so as to get you thinking about one of the basic library principles, that perhaps in some places we do too much for our readers and that it is better for them to have to learn to help themselves. I might go on dealing with this question of service because circulation charging systems come into it, and I could spend the next ten or fifteen minutes talking about charging systems. I was checking the other day and realized that there are twenty different charging systems used in the United States. I do not say that we should not have twenty different charging systems, because libraries are not all alike and you are liable to find one charging system better in one library and another in another library. I realized when I was looking at a book on charging systems that the A.L.A. printed a few years ago, that I was more or less directly responsible for two of the twenty systems. Fortunately my name is not attached to either one, but I am going to tell you this story about them, not because it is going to make your lives any easier for you as librarians but because it illustrates a point or two that I would like to make. Something over twenty years ago we adopted at Harvard for the charging system for our central collection the first of the punched-card systems that was used anywhere in a library as far as I can learn; and it saved the time of two assistants in our circulation department. We used it for ten years and then we dropped it. Now why did we drop it? We found it accomplished the things that we wanted it to accomplish, it simplified our records, but we decided that we were doing things that we did not need to do with it, and so we dropped it and saved another person. We don't know as much about the books that are in circulation as we did before, but we knew all that we needed to know and so we simply got along without it. Then a few years later, when we started

our new undergraduate library and had a new collection and could do anything we wanted in the way of a charging system, we looked over all the systems that were in use and we decided that one that had been worked out by the I.B.M. Corporation was the best, and we adopted it without the machine. So you see that was a great invention on my part; we installed it and then we threw out the machine and that saved us I do not know how many hundreds of dollars a month in rent, and it gave us all that we needed. What I am trying to say is that I think that one of our basic library problems is that we tend to make everything more complicated than it should be. Now I am going to say a terrible thing: I think every library ought to be almost bankrupt once in five years, so that it will have to look through everything that it is doing and stop doing the things that it doesn't have to do. We tend to become too complicated. But this is all heresy. Well, fortunately the psychologists tell us that we do not remember unpleasant things, so if I have told you some unpleasant things, well just forget them.

But now I will go on to the fourth of our problems. This is a difficult one. It is the question of building up a staff in a library. I worked very closely for twenty years with the director of the New York Public Library at that time, Edwin Hatfield Anderson. He was not one of our most famous librarians or our greatest librarian, perhaps, but he was more responsible than anyone else we have ever had in the United States for emphasizing the desirability of having a better and better library staff, and for twenty years I spent approximately an hour a day with him. At that time I was his executive assistant, and I do not think I ever left his office without his having gotten in a word that the most important thing that I could do was to strengthen the staff of the New York Public Library, and because of the work that he did in that way he built up the finest library staff in that library that the world has ever seen, in my opinion, through constant emphasis that that was the most important thing that could be done. Now, of course, the statement that I have made about it being the finest staff is an easy thing to say, but approximately half of the men and women who have been presidents of the A.L.A. in the last fifty years have at one time or another been connected with that library, and that is just one of thousands and thousands of libraries in the United States and has only a comparatively small percentage of the total number of librarians in the States. The first-class people were somehow attracted to that library sooner or later, and of course that was good for the library and good for the people who worked in it, because there is nothing better in the way of training than to work alongside first-class people. I think that I am correct in saying that you have had trouble in recruiting librarians here in Australia. I know that we have had a terrible time recruiting librarians in the States and we are having a more difficult time in 1958 than we ever had before. It has been getting more and more serious every year since the war. It has become more and more serious for several reasons. One is that it is getting more and more difficult to find career women in library work. I would like to illustrate this by telling this bit of personal history. My oldest sister went to college in 1876, and when she went to college — we speak of college in the United States where you say university — a woman did not go to the university unless she intended to have a career and I suppose that perhaps a third married; the rest of them had careers. When I went to library school nearly fifty years ago there were lots of women in the States who were going to the universities, but our library schools are graduate schools, and at that time while a woman would go to university without intending to have a career she would not go on to library school without intending to have a career, and I expect that two-thirds of the thirty-nine women with whom I went to library school stayed in library work all their lives until they retired a few years ago. Today we have more women going to library schools than ever, but something happens to three-quarters of them within five years and they are out of library work; and when this sociological situation comes at a time when libraries are expanding, it is no wonder that we are short of librarians. There is one good thing about it: we are getting more

men in library work, and they stay longer, and we certainly have needed more men in library work, not because they are necessarily any better, but because they stick on the job for a longer period on the average. We are having a hard time getting librarians and part of it is our own fault. I suppose that the recruiting of librarians is largely the responsibility of librarians already on the job, and somehow or other in the States we have failed to make it known to young men and women that library work is exciting and that there is a good deal of intellectual pleasure that can come out of it, and other things of that kind. I suppose that one of the reasons that we fail is that too large a percentage of people who use libraries think of a librarian as someone that does nothing but pass a book out across the desk, and we haven't gotten it across to the young men and women that there are other things in library work beside that. We have got to do a better job of recruiting in the States, and then when we have recruited people and they either go to work in libraries or go to library schools I think we have got to continue to make greater and greater efforts to give them proper training. Our library schools in the States are not as satisfactory as they should be; we have a very difficult time getting instructional staff in our library schools and you can't have a good school unless you have a good staff; you can't have a good school unless you have good students. You have to put the two together, and when you put the two together I do not worry much about what the curriculum is or where the library school is. If you put good teachers and good students together then the thing will work itself out. I am a great believer in training librarians on the job without a library school background or with it. I do not think we should consider a librarian's education is completed when he finishes library school or has finished two or three years of library work after the school is over. I have always been inclined to feel that the best place to get practical experience is in a large institution, where the librarian sees to it that the capable young men and women are given broad experience. Then we have another difficulty in the States: even after we get our librarians recruited and get them trained satisfactorily we do not always hold them. I have already hinted at one of the reasons — that many of the women go off and do something else — but another reason is that, I suppose, we do not pay them enough. I have some unorthodox views about library salaries. I am inclined to think that perhaps our top salaries are high enough to attract good young librarians. I am inclined to think that our beginning salaries are high enough but that some of our difficulties in the States come from the fact that after a good young person has gone into library work he does not get very much promotion for the first five or ten years after he is in, and that we have got to do better in pushing the younger people along. But certainly one of our basic problems is this question of recruiting a staff, and training it, and keeping it.

The fifth of the basic problems is the question of the organization of the library. Of this I am not going to try to speak in detail because the situation differs so much in different kinds of libraries, and actually the organization is not of tremendous importance unless you have a very large library. In the very large libraries, and we have too many of them in the States, the administrative organization of the library becomes a matter of big business, and too many of our librarians, the better ones, get caught in the octopus of big business and cease being librarians and become business men. When I went into library work — I decided definitely to go into library work in summer of 1905 — I went to work fifty-three years ago this month, because I wanted to be a reference librarian, and while I have had the title of reference librarian in the course of my career, reference work is the one thing that I have never done. I think I have done practically every other kind of library work except reference work. I have had to spend most of my library years making wheels go round, and while it is fun making wheels go round, it is much more satisfactory if you can do work with people and with books, and I have done altogether too little work with people and too little work with books. I have had the satisfaction of having a good deal to do with people working for libraries,

and they are people — so I have not gotten away from people altogether, although I have seen altogether too little of the public.

My sixth basic problem is the question of the space libraries occupy; and that, as most of us know from sad experience, is a very serious problem. Almost all libraries, because of the fact that they grow and because of the fact that, as I said earlier, the better service they give the more readers they get, become short of space, and space, particularly in these latter days, has become terribly expensive. I am very glad to be able to say that in the States and from what I have seen in recent weeks in Australia, we are planning our library buildings much better than we used to do. We are getting more for our money, considering what the purchasing power of money is today, than we ever did before in library history. Our older library buildings, as we all know, tended to be monumental in character and did not use space to advantage, and almost any library building today gets about twice as much out of the cubic footage contained in the building as it got a generation ago. I spent eighteen years at Harvard in a library that had only 40% useful space and 60% monument, and I got pretty sick and tired of it — and so I have spent a good share of my time since I retired trying to preach the gospel of using library space better. I do not mean that our libraries should not be dignified and comfortable, I do not believe in crowding the books in unduly or crowding the readers in unduly, but I do believe in using the space to advantage, and while we are no longer making monumental buildings as we did before, we have not yet learned to use the space in them. Again and again we find bookstacks where the capacity could have been increased 15-20-30 per cent by a little better judgment on the part of those planning it; where the number of readers that could be housed comfortably could be increased by the same percentage or even greater. It is not strange that we do not do a good job with our library buildings in the States, particularly our university library buildings, because you can count on the fingers of one hand in the United States, which is a large country, as you know, the number of architects who have ever tried to plan more than one university library building. And you can count on the fingers of one hand the number of librarians who have ever had anything to do with the planning of more than one library building. Naturally an architect and a librarian trying to plan something that neither one ever planned before do not do a very good job, but we are doing better, and from what I have seen here I judge you have made great steps forward, and it does please me, because actually the cost of a building is one of the very great costs of a library. I know that American librarians and Americans in general tend to talk in big figures, but I am going to say this anyhow: It would cost Harvard University twelve million pounds to build a new central library for its collections, even if we used the space to advantage; and just think what you could do with twelve million pounds in a library. Now I think you can begin to see why I am interested in the use of space; and if you could save 20% of that, just think what you could do with it.

My seventh problem — I am getting near the end of the line — is simply a summary of all the others, that is the cost of the whole library operation. The acquisition programme, the cataloguing, the service, the salaries, the making of wheels go round, and the space. Libraries are expensive affairs and somebody has to be persuaded to put up the money. People who hold the purse strings are hard-headed persons, ordinarily, and they have to be persuaded that libraries are worth while. Most of us would not be in library work unless we thought that libraries were worth while, but I am afraid we have not done as much as we should in trying to get the people who control the funds that support us to believe that libraries are worth while. Some of the most satisfactory experiences that I have had have been when I have found that important people, people that control funds, had made up their minds that libraries were of great importance. I have had a number of opportunities to see some of the most intelligent, capable, great men in the United States become convinced that libraries were perhaps as important or more important than anything else in the university, and that is a pretty satisfactory thing to experi-

ence. Until librarians are able to persuade our local authorities, our university councils and senates, and so on, that libraries are of great importance and that they are worth spending money on, we are not going to have entirely satisfactory libraries. One of the reasons that we have not persuaded our monied people that libraries were worth more than they had put into them has been that we have not run them as efficiently as we should. I remember a report on financing higher education in the United States that said almost nothing about librarians and libraries except that librarians had no interest in economy in the library. Well, that hurts terribly; the man that wrote it should have known better, but he didn't, and it was read by vice-chancellors all over the country and immediately library budgets began to be cut down. We must find ways to persuade the powers that be that we are using our money to advantage.

And my eighth problem, that co-operation between libraries is one of the ways that libraries can save money and can help persuade those that control money that we are running our institutions economically. We have talked library co-operation in United States for at least one hundred years. The first great library co-operator was a man named Jewett, who got interested in it about the middle of last century. We kept on talking about it but it took us twenty-five years after that to start a library association, so that librarians got together and began to talk together. You have to do that before you can co-operate very far. It took us another twenty-five years before we really accomplished anything in co-operation and we have not yet accomplished anywhere near what we should in the States. We are co-operating in four different ways today to a limited extent, and I am going to speak about these briefly. The first method of co-operation, not the first that took place, but I am speaking following the order of the problems that I have spoken of earlier; the first is co-operative acquisition and we now have among the research libraries in United States what is known as the Farmington Plan, by which one copy of every new book as it appears through a large part of the world gets somewhere in the United States and is listed in the union catalogue of the Library of Congress. It is not working perfectly by any means, but it does mean that the total resources of the United States are much greater than they ever have been before, and it has not been very expensive and it has taught us that we could work together. We talked about co-operative acquisition for nearly fifty years before we accomplished it; the Farmington Plan itself was definitely proposed five years before the first section of it was put into effect. We were terribly slow about it and we have not gone any further than books; we still are not managing it with documents and serials and other types of publication.

The second type of co-operation is co-operative cataloguing, and there I am not sure that co-operative cataloguing is the best term — perhaps centralized cataloguing — anything that will prevent librarians from cataloguing the same book in dozens and dozens of different places and going through the same processes. And there we have been terribly slow because nobody wants to accept the cataloguing that anybody else does. We all know better than the other fellow, and of course we do it ourselves. It might be possible to save some money if we could get together on this matter. We have done something co-operatively in the way of cataloguing, however; we have in the States a national union catalogue on cards and we are getting it printed now. The catalogue now in Washington has some fifteen million cards representing at least thirty million different holdings and probably over fifty million different books, or probably considerably more than that. That's a good start. We have through co-operation gotten out the union list of serials, the union list of documents, and the union list of newspapers, international congresses and so forth. We have done something but not all that we should. Here again I had a good deal to do with the matter, for I was closely tied up with the Farmington Plan and with our co-operative cataloguing scheme.

The third type of co-operation is co-operative storage. We have three co-operative storage libraries in the States today. The first one is in the Boston area. Mrs. Metcalf and I (Mrs. Metcalf was then a librarian in another library) were two of the

ten originators of it. We have this New England Deposit Library built to hold over one million volumes, and the library is full and we are going to have to build a new unit. There are two others organized under a somewhat different plan, the Midwest Interlibrary Centre in Chicago, and the Hampshire Interlibrary Centre in Central Massachusetts. More and more of that kind of thing I am convinced is going to take place, first because it provides for the storage of less-used books less expensively than when they are stored in your own building, and secondly because it often makes possible the elimination of duplicates. If two institutions send a copy of the same little-used book to storage and one of them is discarded everybody saves money, and more and more of this needs to take place.

The fourth type of interlibrary co-operation is interlibrary use, which can be divided into interlibrary loan of books and the making available, in a library, of books to visiting scholars. You do both of those things here, and we are doing it on a larger and larger scale in the States, and the realization that this can be done is making it easier for us to co-operate in acquisition, in cataloguing, in storage. It is making it easier for us to be more selective, in acquiring fewer books, cataloguing fewer books, storing fewer books. I am in great hopes that in the States we can do more and more with interlibrary co-operation. It is always going to be difficult because human beings are not naturally co-operative, and those who come to the top administrative positions in libraries are men and women with initiative, with definite opinions, and are not as co-operative as the people in other positions on the whole. As I said earlier, we have tended to think of other libraries as our rivals, and one university library in the States wants to have more books than another that is situated in the next city, and so on, and as long as we behave that way and think that our chief aim in life is to make our libraries grow faster, co-operation is going to be difficult. And then I am going to go on and say that an even larger part of the blame probably lies in the hands of our administrative boards, who also want their libraries to be larger than the other fellow's. I am trustee of three libraries and on the administrative board of three others, so that I know something about this.

Thank you for listening so patiently.

EDITORSHIP OF THE JOURNAL

Miss J. Whyte, B.A., of the Public Library of South Australia, has been appointed Honorary Editor of the Journal as from the 1st January, 1959. Articles, correspondence and letters, etc., for publication in the Journal should be addressed to Miss Whyte, c/o The Public Library of South Australia, Box 386A Adelaide, South Australia. Branch and Section Secretaries are particularly urged to send their news items to Miss Whyte promptly.

Canterbury Municipal Library: New Central Library

By THURLES THOMAS, B.A., LL.B.,
Librarian, Canterbury Municipal Library.

After almost twelve years in cramped "temporary" premises, the Central Library was transferred to new premises at 139 Beamish Street, Campsie, on 26th September last.

The site of the new library is a good one, being adjacent to the main shopping centre, only about 200 yards from the railway station, and with a bus stop almost outside.

Some years ago Council set about acquiring an area in Campsie for their projected Civic Centre. A number of properties were purchased, but the post-war shortage of loan funds for local government plus the astronomical increase in building costs have prevented the full plans being proceeded with. However, a few years ago the Baby Health Centre was built, and now the Central Library. In the future should come the Town Hall and Council Chambers.

The Library is a low T-shaped building with an aluminium roof, set back from the road in what will be a setting of trees, lawns and shrubs. It loses somewhat from being

below street level, but the general effect is one of pleasing modernity.

The long arm of the T is the adult library, which is parallel to the street and advertises itself by a glass wall along its full length. Beams at roof height have a pergola effect and assist in breaking the rays of the westering sun. Trees and shrubs will also help in minimizing heat and glare.

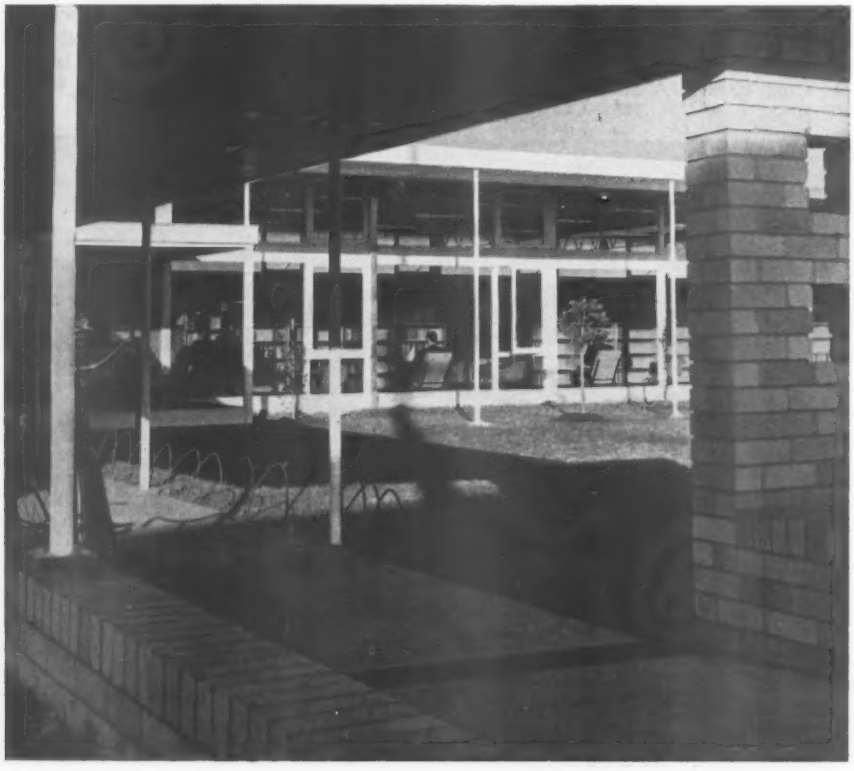
The Adult Section houses a collection of approximately 15,000 books, with possibility of expansion. A number of double-sided island units house the fiction, the Carnegie Collection, and Literature, Travel, Biography and History. Natural-coloured timber shelving lines the east and south walls. Study carrels, each seating four readers, are adjacent to the reference shelves, whilst chairs for browsing have been placed along the western glass wall. The dictionary catalogue consists of a single unit of 105 drawers made locally by Ffrost Products.

The charging desk is L-shaped and serves both the Adult and Children's Libraries, being lower in the latter room.

A feature of the Children's Library is the "Worm" — a double-sided unit in two sections, topped with red formica to match the desk. Here is housed an attractive selection of fiction.

The picture books for the young children are displayed in racks in the Story Hour Room, adjoining the Children's Library. Sloping tables and forms are at the disposal of the youngest readers. Here also is a low dais, so that the holding of night meetings, story hours and documentary film showings are possible.

The architects, Messrs. Davey, Brindley and Vickery, have provided ample and most



attractive light fittings throughout and a pleasantly harmonizing colour scheme. The sky-blue ceilings are broken by roof trusses painted white, and all windows, skirtings, etc., are white, thus throwing the flame, wistaria, and blue areas into sharp relief.

A covered way from the street leads into a vestibule serving both the Adult and Children's Libraries. Comfortable chairs have been provided for those who wish to tarry a while, and a display board set in natural timber serves to highlight various book displays. The main floors are concrete covered with Nylex tiles in grey and blue.

Adjacent to the main libraries are offices for the Chief Librarian, Children's Librarian, and the Campsie Branch staff, staff rooms and toilets, all attractively decorated and coloured.

A sloping passageway leads to the other main area in the building, the offices of the Central Library staff. This is a large, pleasant, airy room with a turquoise ceiling and grey walls. Here are the cataloguers, periodicals officers, clerks and typists. There are no fixed partitions, but presses of steel and timber shelving, sets of catalogue drawers, etc., serve to divide the area into sections, providing for a logical flow of work from the delivery bench to fully processed books ready for shelving at the Central Library or one of the three Branches

Off the main room are the darkroom, stationery store, cleaners' closet and the main dock, now used for deliveries and transfer of stock to Branches, but large enough to house a bookmobile if such is ever foisted on the unsuspecting public in the area.

At the Central Library is a Branch staff of four plus the Chief Librarian and eight others, all of whom take their turn on the evening and Saturday rosters. The Central Library is open 48 hours per week and is now issuing about four and a half thousand books and periodicals per week.

THE EXCHANGE OF LIBRARIANS INFORMATION COMMITTEE

The General Council of the Library Association of Australia has appointed a committee, to be known as the Exchange of Librarians Information Committee, to act as a central bureau of information for the promotion of an exchange programme for Australian librarians.

What is its purpose?

This Committee aims to conduct a programme which will provide for the appointment of exchange and intern librarians for a period of one or two years in Australian libraries and in the libraries of various foreign countries.

The purpose of the programme is to help Australian librarians to enjoy the experience of living and working abroad or interstate to widen their professional experience, and, as a result, our libraries will benefit from this experience when the participants return home. It hopes to assist librarians from foreign countries to find opportunities to learn Australian library methods in actual working situations, rather than in classrooms or through a series of brief visits.

How does it work?

Australian librarians who are interested in obtaining library experience overseas or interstate can apply, on forms which will be supplied by the Committee, to be considered for participation in the programme.

Applicants should have obtained the Registration Certificate of the Library Association of Australia or its equivalent, and have had at least four years' experience in approved library work.

Applications will be reviewed by the Committee in conjunction with the Board of Examination and Certification, who will take into account the applicant's general and professional suitability. If the application is approved, it will be sent to the corresponding committees of other library associations for consideration and forwarded to interested employing authorities.

The position then offered may be an exchange agreement, made between individuals with the approval of their librarians or directors, or it may be an internship, i.e. the appointment of a qualified librarian to a temporary position in a library that recognizes its responsibility for giving the intern training and experience in its library methods and procedures.

The Committee hopes, through co-operation with similar committees of other library associations, to be able to assist Australian libraries in finding suitable foreign applicants to fill short-term vacancies. In cases where special permission is required to enable librarians to work in Australia, the Association will give the necessary assurances to the immigration authorities that their visits are for study purposes.

The Committee furnishes information to prospective exchange or intern librarians and to employers; but it accepts no responsibility for the conditions of employment, nor does it take any responsibility with regard to financial arrangements. Each participant is responsible for his own travelling expenses and any other expenses incurred in taking up a position. This does not preclude him from seeking grants for travel purposes from any appropriate agency, but the Committee will not assist in this matter.

What progress has been made?

Since its appointment by the General Council of the Association at its meeting in August, 1957, the Committee has been active in gauging the interest of Australian libraries and of overseas associations. The results have been most encouraging. Many of our leading libraries have indicated their willingness to consider foreign applicants for short-term vacancies, and have suggested some special qualifications which they would find of particular interest.

The following library associations have expressed interest and willingness to co-operate: American Library Association, Asian Federation of Library Associations, Aslib, Indonesian Association of Librarians, Library Association (U.K.), Malayan Library Group, New York Library Association, New Zealand Library Association, Special Libraries Association (U.S.).

Inquiries should be addressed to the convener of the Committee, Miss Jean Hagger, Baillieu Library, University of Melbourne, Carlton, N.3, Victoria.

The Bibliographic Classification of Henry Bliss: An Interpretation

By D. H. Borchardt.

I have been asked to speak to you about the Bibliographic Classification of Henry Bliss and in particular regarding its merits from the point of view of the special librarian and his needs for a sound system of classification for the purpose of information retrieval. It seems only right that I make certain points regarding my own views quite clear so that you may be better able to judge what I have come to say. When I was a student at Victoria University College, Wellington, I tried to find my way through the Library of Congress classification used in the Library of that worthy College. When I attended the New Zealand Library School, I was taught the intricacies of the Decimal Classification according to the 14th edition. My first library appointment in New Zealand brought me to the University of Otago in Dunedin, where John Harris had done pioneering work in introducing the Bibliographic Classification of Henry Bliss into that Library. As soon as I saw the Bliss Scheme, I was struck by two important aspects: its common sense and its simplicity.

It would lead too far—and probably it would not be appreciated in all quarters—if I spend much of the time allotted to me in a detailed comparison of the Bibliographic Classification with other classification systems. However certain points will have to be mentioned which will make clear some of the relative advantages of the Bibliographic Classification.

Every classification scheme resembles in many ways a logical hypothesis. A hypothesis if it is to be useful has to fulfil certain requirements which may be summed up under five heads: (1) Its terms or symbols must be simple; (2) it must fit in with existing knowledge; (3) it must be consistent within itself; (4) it must be verifiable; (5) it must yield results. Let us see how far, if at all, the Bibliographic Classification satisfies these conditions. It will of course be necessary to reword some of these conditions slightly but you will find that we do not need to change their implications.

Every hypothesis, it is agreed, must be expressed in the simplest possible language. That means of course that the symbols used must be simple; it is furthermore desirable that they be pronouncable and that they can be reproduced by conventional methods. Let me expand this last requirement a little further. When I say conventional methods, I mean methods which are in common use in our civilization. For instance, the letters of the alphabet are simple enough symbols to consider them as satisfying the first of our requirements. Hieroglyphics may have been better in some ways; the bull's head is, after all, not very difficult to draw, the symbol for water was even simpler. But our civilization happens to be geared to the alphabet, our western civilization uses in fact only the Roman alphabet and there seems to me nothing

quite as simple as the set of symbols A-Z. It may be argued that a number system is still simpler. But is it? The digits 1-9 are simple enough, and even the addition of the 0 presents no major problem, but once we move into the field of combinations of two or more digits, matters become complicated, because the position of each digit in the group has a bearing on its meaning. 555·555 is more than a collection of six fives.

The Bibliographic Classification is based on the letters of the alphabet and it is so geared that each concept represented by a letter may be subdivided by the whole alphabet. The Bibliographic Classification uses in addition, the digits 1-9 for certain very special purposes and it uses on some rare occasions the comma to prevent confusion. All these symbols satisfy our first requirements, that they should be simple and pronouncable. I maintain in fact that they are as easily pronounceable as a long string of numbers. There is one further aspect connected with the issue of simplicity of symbols; simplicity implies economy. The Decimal Classification is based, as its name indicates, on a system of decimal numbers. You all know it and a long explanation is not necessary. For the purpose of my argument I must point out, however, that the efficacy of a system of symbols—what is usually called its power—depends directly on the number of elements which constitute its base. The number of classes that can be obtained by arranging five elements, say $\alpha, \beta, \gamma, \delta, \epsilon$, in groups of two as for instance $\alpha\beta$, $\beta\gamma$, $\alpha\gamma$, etc., would be 25 altogether. (The mathematical formula on which this calculation is based is $P = (N)^r$, where P is the power of a system of classes, N the total number of individual symbols and r the number of separate symbols in each class.) Now, the Decimal Classification allows for ten symbols (the digits 0-9) to be arranged in groups of three leaving out of consideration for the moment the subdivisions obtainable by adding decimal numbers after the point. The power of this system is precisely 1,000. In other words, we can have 1,000 different classes before having to resort to subdivision.

In order to increase the power of such a system, we can take three steps. We can either increase the number of symbols which are required to make a class, i.e. we increase the exponential factor r. Then instead of having classes called $\alpha\beta\gamma$, we would have classes called $\alpha\beta\gamma\delta$ and the power of the system would be 10^4 or 10,000. The principal disadvantage of a system of this nature should be its obvious clumsiness.

The second step possible to increase the power of a system of classification is of course to increase the number of individual symbols. If instead of the digits 0-9 we chose the letters A-Z, the N in our formula equals 26. If we retain $r = 3$, the power of our system is $P = 26^3$ which amounts to 17,576. The third and now obvious step is to combine the two preceding processes of extension. In a system of classification where the symbols may be arranged in groups of 1, 2 or 3 the power of the system would of course be $P = (N)^1 + (N)^2 + (N)^3$. If $N = 26$, $P = 18{,}278$.

The Bibliographic Classification is a system whose power is at least 18,278. This power is achieved by using three letters of the alphabet only. It would still be easy and simple to use four letters and yet the class marks would not be as bulky as those of the Decimal Classification or of the Universal Decimal Classification.

The second requirement postulated by us was that the scheme should agree with existing knowledge. This is a very important point and it is much and justly disputed. When we consider the value of a classification scheme, we must of course consider to what extent its divisions reflect the intellectual life of the community it is to serve. The symbols used may represent simply an alphabetical arrangement of subjects; they may equally well stand for a scientific or a chronological arrangement of subjects. In effect the Bibliographic Classification does reflect the state of knowledge of our own age. Unlike the Decimal Classification which was conceived in the 1870's—and in its basic arrangement it has not been changed since its birth—the Bibliographic Classification saw the light of day in the 1930's. I put it to you that the

Bibliographic Classification is *necessarily* more suitable for our present state of knowledge and science in general. But I would be gravely unfair if I did not point out that a hundred years hence the Bibliography Classification may be as outdated as the Decimal Classification is to-day.

These are the major divisions used by the Bibliographic Classification:

A–AL	Philosophy
AM–AZ	Mathematics
B	Physics
C	Chemistry
D	Geology and Geography
E–G	Biology, Botany, Zoology
H	Medicine (including Physical Anthropology)
I	Psychology
J	Education
K	Sociology (including Social Anthropology)
L–O	History (Social and Political)
P	Religion
Q	Social Welfare, Socialism, Internationalism
R	Political Science, Government
S	Jurisprudence and Law
T	Economics
U	Applied Science (UA–UC Agriculture, UD–UY Engineering)
V	Fine Arts (including Music)
W–Y	Philology and Literature
Z	Bibliography (including Library Science).

If you look at this arrangement carefully, you will note that it is constructed as follows: After placing first Philosophy and Mathematics as the Queens or First Servants (this decision depends on your self-esteem and/or the opinion you hold of others) the natural sciences follow in an order which may be considered chronological (developmental); the natural sciences conclude with homo sapiens (which is of course quite right and proper as long as one is a member of that select group).

Having dealt with homo sapiens physically, he is now considered from various angles: his soul (I), what one can do with it (J); treatment of his fellowman in theory (K) and in practice (L-O); his relation to various deities to which he has paid or is paying homage (P). (This section is the only one which I consider badly placed; it would have been better to let it precede history, but it is of little significance in all but special, religious libraries). Then follow the detailed problems of social intercourse: Political Science and Politics (R), Jurisprudence and Law (S) and Economics (T). Practical application of many of the preceeding theories (in science and sociology) are gathered in U which is the only section that could be considered overcrowded. It is followed by the Arts (V) and Philology and Literature (W-Y) Bibliography, Librarianship (Z) bring up the rear in the modesty that behoves us.

Let us see whether this system really satisfies the claim of its inventor: that it is consistent with modern scientific and educational progress, a claim which is but another way of stating the second condition for hypotheses which I mentioned before.

Such a claim can of course be substantiated only at a broad level. What we want to be sure of is that the sequence of subjects as represented by the books corresponds with our present-day needs and conforms with a 20th Century interpretation of knowledge. Now it is undoubtedly true not only that we consider all the natural sciences to be very closely related and bound up with one another, but also that we treat all knowledge from an anthropocentric point of view. The manner in which the scheme is constructed and which I have just outlined pays the necessary consideration to both these points. It is only during the last 30 years that Philosophy has again become closely linked with the sciences. Bliss must have had prophetic sight when he first thought of placing Philosophy in close contiguity with Mathematics and Physics because in his early days this manner of looking upon the Sciences and their basis was still fairly uncommon. The view of philosophy as a moral science, almost completely separate from other sciences, was prevalent only from about 1750-1920. Today many philosophers hark back to the ancient view of philosophy as the basis of all the sciences.

There is, then, this section A-G, which deals with nature and the world at large; it is followed by a section on man as an individual and then by the relation between man and man. That is a division which to our minds appears reasonable, logical and reflective of the way in which our learned institutions work.

Next, we must find out whether the classification scheme is consistent within itself. When we make this demand of a hypothesis, it is self evident that all postulates of the hypothesis must be in harmony with each other and must dovetail, so to say, to form the greater whole. In a bibliographic classification scheme this requirement is at first sight difficult to test. Does self-consistency imply identical division and subdivision of all classes? Admittedly, symmetry is a pleasant feature, and its presence would to some extent assure self-consistency on the surface. Mr. Dewey tried it—and there is ample proof that his type of consistency does not lead us very far. In the Bibliographical Classification subdivision is not carried out on a symetrical basis, but each major class is treated as an individual unit with its own characteristic needs. Self consistency in the Bibliographical Classification is of the kind which permits variety within a harmonious whole. Consistency has been sought and achieved in the development of particulars from all-embracing propositions. Thus in each class general, basic principles precede detailed aspects; i.e. comprehensive text books precede monographs on detailed aspects.

In addition, the digits 1-9 are used anterior or posterior to the alphabetic notation to indicate some wider classes; e.g. "6" indicates periodicals. But there has been no painful effort to create mnemonics. Some 35 schedules provide for special subclassification in the total of 27 major classes. A notable feature of the Bibliographical Classification is the latitude which it allows its users. Throughout the system numerous alternative placings are provided so that special requirements can be catered for. For instance the neuroses and psychoses can be placed into mental diseases in H, should the library be principally designed for the use of medical practitioners, or they can be placed into I, psychology, which may be the more general practice. Aeronautics can be treated as a section of aerodynamics or as a division of engineering according to the clientele which the library is serving. Thus consistency can be preserved within the applied scheme by the classifier and thus the third point of our basic conditions is satisfied and this has been done in the most convenient way possible.

The next condition which we have to satisfy is that of verifiability. This seems to demand that the classification system provides a place for every conceivable subject, because the way in which we test the truth of a hypothesis is to apply it to a set of circumstances and find out whether it can explain them.

It is of course comparatively simple to think of some particularly obscure subject and to try and find a class mark for it. The index provides a great deal of help but it must in fairness to the inexperienced be said that it could be greatly improved. However, the crucial point here is the presence or absence of provisions for such subjects as have so far not been thought of. This point is connected with the power of the system mentioned earlier. The test of a classification system comes when new concepts have to be accommodated. The Bibliographical Classification has of course its safety valves. For instance, the section for English literature has provision for the literature of the 21st Century A.D. and a number of unassigned places for the literature of subsequent centuries.

But the greatest difficulty is likely to occur in the pure and applied sciences where new concepts and ideas are now the order of the day. Care must be taken by all classifiers—irrespective of the system they use—when these new ideas come out in book form or as a printed paper. The word of the Preacher has even in our own time frequently been found correct; as an example let me remind you that some five or six years ago Wiener's book "Cybernetics" caused quite a stir among classifiers —not to mention those few other people on this earth who evinced some mild interest in this work—and concern was felt

at the absence of a precise dictionary definition. There was no need to worry. The great Littré had a definition already in his Dictionnaire of 1882 and Ampère had used it before him. The moral is: don't condemn a classification system because it does not contain tomorrow's scientific terms. The sciences have been expanding for a longish time now, but I can see faint traces of their becoming contracted again. Overlapping of one science onto another—outright poaching one might call it—is occurring frequently. The Bibliographic Classification with its provision for alternate placings and ease of expansion at any given point will have less difficulty in accommodating new developments.

We have now reached the last of the five basic "ingredients" which we set out to find in any good bibliographic classification scheme. This last point is perhaps the most significant for you. It deals with the problem of results. Any good hypothesis must be capable of producing results. A classification scheme must of course also produce results and all of us know what these results are expected to be: the scheme must enable us to find books on related topics as closely together as possible. If the scheme is to be efficacious, it must enable us to make use of it for the purpose of information retrieval. This horrid term, born in a technological age which tries to reduce man to an inanimate object without sense and spirit, has become a real obsession with a certain group of people of a pseudo-philosophical bent mind. They try to reduce all human actions and interactions to mechanical laws. Information retrieval! It just sounds like a penny-in-the-slot-machine. Before the mind's eye rises a huge conglomeration of steel, all wheels, wires and shining brass which, having been set to react according to a given formula, will spew out inexorably a complicated but predetermined answer to any and all questions put to it.

There is no reason to assume that it should not be set to tell us the Bibliographic Classification backward—though there be little gain in that information—and I have no doubt that it will not only tell us that material on the economics of the electric lamp industry can be found in TD,BN but also that UCLH is the place where we can expect to find books on pig raising. This is obviously possible. Almost any electronic engineer can set an electronic brain to perform this task. If our demand for ability to retrieve information does not need more than this, the Bibliographic Classification will be as good as any other classification scheme. The practical results which we expect of a classification scheme must go far beyond the scheme's capacity to exploit a simple subject-symbol correlation.

What, you may ask, is it then which makes any one classification better than another? The first answer is simple: The classifier. But to that must be added the four points which I have discussed at length: the simplicity and economy of its terms and symbols, agreement with existing scientific opinion and cultural climate, internal consistency, and verifiability. No other classification than the Bibliographic Classification appears to me to possess these qualities to the same degree.

Notes on the Administration of Book Selection

By Lindsay Miller.

Whilst book selection is a highly technical process, its organization and conduct require careful attention at the administrative level. It should be appreciated that despite its paramount importance in librarianship, it is only one aspect of the book acquisition process. The others are policy; purchasing as a business transaction; ordering; accessioning; acquisition of periodicals; intake of donations; physical preparation withdrawing, writing off and replacing.

There are two types of selection. Intensive selection is concerned with the library's specific needs for authors, titles and subject representation. Extensive selection covers the choosing of titles from current publishing with no other object than to obtain an appropriate representative collection of new books.

Intensive Selection

Activity in intensive selection originates with requests from readers, when missing items are noted for replacement and when subjects and authors are noted which are inadequately covered. Its object is to trace books, or books containing certain information, which are required by the library. Efficiency in this direction can be ensured best by the administration providing as many of the best bibliographical aids as possible and ensuring that these are used appropriately by the staff.

Naturally, with their greater resources, the large libraries will obtain much more satisfactory results. Small libraries should be free to forward requests for bibliographical information to larger libraries when the fairly obvious sources available to them have been explored. As a general proposition, time consumed in small libraries in searching all possible sources cannot be justified.

All Australian libraries with general collections should possess the Annual Catalogue of Australian Publications. Other titles of a similar nature should be purchased as they are able to afford them. The administration must ensure that a middle course is steered between the reluctance to purchase because of relatively high costs and technical enthusiasm for such important library tools.

Extensive Selection

The multiplicity of publishers' announcements, booksellers' lists, etc., make it highly desirable for the sake of economy to reduce the sources to as few as possible. Obviously technical requirements are the deciding factor in the decision on the sources which are to be studied regularly. In the experience of the writer, it appears that all but the largest libraries could conduct this type of selection from not more than about half a dozen general lists. To any protest regarding this proposition it could be replied that as it is not possible for the average library to purchase anything like all the medium and high standard books which are published, its extensive purchasing should concern itself with those for which it is obvious there will be most demand.

To a large extent this demand is created by publicity of one form or another, particularly trade publicity. There is a noticeable tendency, particularly in the theoretical training of librarians, to suggest that they should not be influenced to any extent by the publicity given to books by the trade. It is submitted that this is not followed in practice by a great many librarians and that,

so long as it appears that the books advertised come up to the general standard required by the policy of the library authority, advertising can be of considerable value in extensive selection.

Furthermore, it may be noted that as there is no way of accurately assessing the standard of books when selecting from prepublication announcements, etc., the practising librarian places considerable reliance upon his general knowledge of the standards of authors and publishers. It is therefore consistent to pay attention to the statements of publishers and emphasis in their advertising. In public lending libraries in particular the demand for general books can usually be judged fairly accurately according to this emphasis.

We are, after all, largely dependent upon publishers, and as most publishers are reputable and usually knowledgeable people, who desire to publish good books for the good of their businesses, it is not entirely sound to dismiss completely the publicity which they produce.

Whilst reviews in reputable journals can be of considerable assistance, they are much more time-consuming in extensive selection than trade journals. It should also be remembered that the publishers of book reviews and even the reviewers themselves may have their own policies and prejudices which, where they exist, may be an even greater disadvantage than the mere money-making reasons which may be behind trade advertising. Too great a reliance on general book reviewing journals of the best type could lead to the book collection becoming "typed".

Bibliographical aids such as British National Bibliography and the Cumulative Book Index should not be used for extensive selection. If it is agreed that emphasis in advertising may be of some assistance then it must also be agreed that the layout of these lists is a disadvantage. In any case they contain little information about the books and extensive selection would not be concerned with the majority of those listed.

Extensive selection requires a choice of sources which, combined with the knowledge and judgement of the selector, will allow the standard of the library to be maintained, will provide a sufficient coverage to prevent the library becoming "typed" and will deal largely with the kinds of books usually purchased by this method.

Organization of Staff for Book Selection

In small libraries, one officer, the chief librarian, will be responsible for all selection and little organization is needed beyond ensuring that other members of the staff, if there are any, are aware of their responsibility to pass on to the chief librarian all appropriate information which may be gathered during the course of their duties.

As the size of the library increases, the chief officer begins to lose close contact with the readers and the book stock. It is essential that the organization of the staff compensate for this as much as possible. The answer to the problem lies not in arranging complete decentralization of responsibility for book selection, but in striking a proper balance between this and centralization. The latter allows most efficiently for co-ordination, control and economy of effort, and so far as possible these considerations should be provided for. Decentralization should be arranged to such an extent that selection is influenced quickly by the requirements of the library.

Machinery must therefore be set up to ensure that appropriate officers working in the public departments submit the requirements which are discovered during their work, survey their stock regularly and receive some information about current publications. This, of course, applies equally to both reference and lending libraries. General control should be maintained over intensive selection by ensuring that the appropriate officers report their requirements and gain approval for the searches to be carried out before they are undertaken. They should not be expected to devote too much time to extensive selection. The perusal of many publishers' announcements, etc., by a number of senior members of staff for extensive selection purposes appears unnecessary. It is preferable for the officers concerned to report their requirements and for as much as possible of the extensive selection to be carried out by one or two officers.

The organization of staff along these lines will allow of proper co-ordination, economy

of effort, control, particularly with regard to such things as unnecessary duplication, and quick reaction to day-to-day needs. However, where a question such as duplication is unimportant, control becomes pointless, e.g. the detailed supervision and control of book selection for a government department library is probably not necessary by the State Librarian or his representative. It is not necessary for it to be exercised by a city librarian with regard to a municipal administration reference library, nor in the main by a city librarian with regard to the Children's Library despite the fact that it comes under his direct control. In other words, where co-ordination is important, one officer, or several officers working as a team, should be responsible for the control of selection.

The Mechanics of Selection

Where intensive selection results from requests from readers and requests for replacements or additions to stock from units of the library, it is essential to ensure that proper records are kept. This will enable readers and members of the staff to be informed of the actions taken if it is likely that some time will elapse before the requests can be finalized. They should be further informed when the books are available or not available. This can best be done by providing a pro-forma with space for indicating sources checked, etc., and with a tear-off section for forwarding to the originators of the requests.

Where a library includes both reference and lending units, lending unit requests for replacements, etc., may be made direct to the officers responsible for selection, but requests for particular books, etc., made by readers should be checked first, preferably by the reference library, to ascertain if the book is held in some other unit of the library. In extensive selection, the marking of lists should be done fully, indicating the unit or units which are to receive copies of the book, and the number of copies each is to receive. This can best be done by a simple code, using figures or letters for each unit.

The selectors should always use, say, blue ink and the order department staff, etc., responsible for checking the marked lists should use, say, pencil to indicate the holdings or orders according to the records. If no record of the book is held in the accessions catalogue or order file, the item should receive some form of pencil mark to indicate that it has not been missed in checking. The selectors will then make their final decisions, again in blue ink, and the lists can be passed to the order typiste.

It may be objected that this method will result in a confusion of markings, but experience has shown that for a library of medium size at least, including both lending and reference departments, this is not so. The marking of locations of copies at the time of selection enables the transfer of this record to the orders as they are made and allows of economy of effort at the time of accessioning.

During the checking of marked lists prior to final decision by the selectors, it has often been found a waste of effort to check the order file. Experience has shown that on appropriate occasions not more than about 5% of the titles selected are on order. Obviously, then, the few alterations necessary when duplicate orders are made can be picked up at the time of filing the orders and prior to their despatch to the supplier.

Where units of the library are conducting extensive selection from lists and marking them for consideration by the officer responsible for selection, it is preferable for them to mark in exactly the same manner as this officer, but using a distinctive colour, say red ink. Obviously all units may use red as the location code will be shown with the number of copies required. These markings can then be considered by the selection officer, checked and final decisions made. So long as the markings are cancelled or altered without the originals being obliterated, a typiste with a little experience can prepare the orders and the memos informing the units of the action taken from the series of markings on the list.

Confusion often arises through inconsistent positioning of markings, particularly on double- and triple-column pages. Double-column pages should, of course, be marked always on the outside of the column, and some definite arrangement should be made for dealing with a centre column.

Book Design

By Arthur Freeman,
Lecturer of the National Art School.

I intend to talk to you about book illustration and the design of illustrated books.

If we are really interested in books then we should be aware of the *design* of a book.

A book is a thing to look at and handle as well as to read; that is to say, it must give visual satisfaction, be pleasant and comfortable to handle and easy to read.

In libraries and bookshops you see books that are undistinguished and poorly designed side by side with attractive ones, intelligently designed. I hope that you appreciate the latter.

Because of the high price of a book today we are justified in expecting it to be good-looking as well as worth reading; *some* publishers are aware of this and do their best to give full value for money; but they *all* should be.

Now let us see what is meant by a well-designed book.

First let me give you two definitions of design:

(*a*) To plan mentally, to conceive of as a whole.
(*b*) The art of relating contrasting elements.

These definitions apply to the designers of anything at all, as well as being particularly applicable to books.

To relate the contrasting elements that go to make up a book certain principles of design are used.

These principles are: Harmony, Unity, Balance, Repetition, Alternation, Gradation, Dominance, Contrast.

Many designers and typographers could not give you a list of these principles but they use them all the time from instinct or experience.

Book design as we know it today has developed from a long tradition. What is easy to read and pleasant to look at has been arrived at both by trial and error and careful consideration, and to depart *too far* from the conventions is to court disaster. But this does not mean that further change and development cannot take place.

The primary purpose of design in a book is to permit its being read. Design should not be for design's sake but only a means to this end, never the end itself. There are books where so much effort has gone into making them *look* different that legibility has suffered; others, while easy to read, are dull and uninteresting to look at. The right balance between these extremes must be found. Most of the recent Penguin and Pelican books are fine examples of both legibility and good design at a low price.

A well-produced book is a successful combination of typeface, composition, margins, papers, presswork, binding and illustrations to form an harmonious, interesting and legible whole. When all these elements are being considered the designer must also take into account the particular section of the reading public to whom the appeal is to be made.

(*a*) The discriminating readers of sophisticated taste.
(*b*) The general public.
(*c*) Particular interests such as: sport, travel, cookery, etc.
(*d*) Young children or young adults. Also whether it is to be a low- or high-priced book.

Oliver Simon in his "Introduction to Typography" says: "Type, the voice of the printed page, can be legible and dull, or legible and fascinating, according to its design and treatment." So obviously, considerable thought must be given to the choice of type.

If one has to put a large number of words into a small space there are certain type faces which are beautifully legible in a small size and would solve this difficulty. Then a type with a wide set printed on bulky paper can save a fine book from seeming to offer less than the money's worth. The type should, of course, suit the character of the text: what is right for a book of poems is quite wrong for a treatise on plastics. There are type faces particularly suited to books for young children—easily readable types that look well with illustrations.

And here is still another thing to be considered: the relationship between the type face and the technique used in the illustrations. So you see the designer or typographer has quite a number of problems to grapple with.

Those pages that precede the text are called the preliminaries or prelims. American designers sometimes use the term front matter.

The most important of these is the title page. As these pages do not call for sustained reading they allow of a rather more inventive treatment than the main text.

Until recently these pages were considered as complete areas of design in themselves; a left-hand page was expected to look reasonably well with a right-hand page, but the prelims were often not designed as a whole and bore little or no relationship to the rest of the book. Now many designers relate on prelim to another and possibly to chapter openings as well to obtain a greater unity for the book as a whole.

A small point of interest is to see where a designer places the folio (page number)—sometimes at the top, either on the inside or outside of the page, or they may be centred at the foot of the text. Running headlines above the text (title of book on the left, title of chapter on the right) are elements of page design worth noting — sometimes centred, sometimes lining up with the outside of the text, at others with the inside edge. The contemporary designer often likes to relate frontispiece to the title page either by carrying the illustration across to the title page or by combining part of the title with the frontispiece, or both.

Chapter openings give opportunity for interesting design. Units to be arranged are: the illustration or decoration; the number and title of the chapter; the treatment of the opening word, sentence or initial letter. Often this initial letter is a fascinating feature. By its size, weight, design and position set either above or dropped below the line of type, it can give great character to a page.

The visual and tactile qualities of a book depend a great deal on the right choice of paper. Here in Australia it is often very difficult to obtain the most suitable paper at a reasonable price, and the substitute is not always satisfactory. Uneven thickness of paper is often the cause of some pages of a book being grey in appearance while others seem very dark.

Good presswork on paper of unvarying thickness produces clean, even printing, well-inked pages; the printers would call it good colour.

All books should be well bound and firmly attached to the case. Binding costs are high and contribute greatly to the expense of the finished article. It is most likely that in this field of production changes will occur; new methods and materials will be used to reduce costs. The cloth that covers the case should be colour-fast; it should not come off on your clothes or even on hot hands. Plastic "linen" is used occasionally and seems to be good in this respect, as well as durable.

While on the subject of coloured cases I would like to mention the depressing effect of the greenish-black binding of many library books. Would it be possible for librarians to get together and demand of the manufacturers a more interesting cloth, possibly with a design on it?

Now let us consider illustration. What is the proper function of the illustrator? Is he to decorate? To present a pictorial setting to the author's words? To enlarge upon the author's tale? To interpret an

author's meaning? Any or all of these functions are permissible.

Illustrations are sometimes classified as *literal, decorative, creative.* Teenage illustrations require fairly literal pictorial transcription of the author's words and realistic drawing, also liveliness. Some illustrators set the scene and create the characters so vividly most of us can't and don't want to think of them in any other way. Classic examples are Tenniel's drawings to "Alice in Wonderland", Cruickshank's to "Oliver Twist", and illustrations by "Phiz" (Hablot Brown) to "Nicholas Nickleby".

While all illustrations should have both decorative and creative quality, some types of illustration are much more decorative than literal.

For example, a sea story may have an illustration composed of a lifebuoy, an anchor, a seagull and some other nautical paraphernalia, assembled to make a pleasing arrangement. If it does not illustrate any particular incident in the author's text it is purely decorative.

The contemporary attitude towards art, with its emphasis on self-expression and new processes, has produced some interesting results, particularly for the creative illustrator where the abstract or semi-abstract might be used to create the feeling and atmosphere of the text.

Children's books offer the most scope for the illustrator; books for adults are seldom illustrated nowadays.

Always the artist must keep in mind the reader; the age group for which the book is written is of the utmost importance. A good illustration should suit the story in every way and the technique must be satisfactory from the reproduction point of view for the type of paper to be used.

An illustrator should not try to be more important than the author; the story should come first, except in the case of picture books for small children, where the text may be no more than a comment on the picture.

End-papers help to make a book look handsome; they are a decorative element. The colour should be chosen to relate to the cloth of the case, either in contrast or harmony.

The duty of the dust jacket apart from protecting the cover is to introduce the book. It must attract attention and convey some idea of what kind of story it is and to whom it will appeal. The jacket must set forth the details of title, author and publisher, so that they can be clearly seen. It must be appropriate to the literary quality of the book, in harmony with the design of the book as a whole, and at the same time effective in salesmanship. It must be completely honest, for it is a kind of packaging, and must say *truthfully* what is inside the packet.

What a wonderful thing it would be if a large informed public could be built up, which collected books because they are beautiful things in themselves, fine examples of the art and craft of the book. Then perhaps *more* fine examples would be produced.

You who are librarians might be able to help by appreciating and enthusing over good design.

Some Notes on the Decimal Classification

The Universal Decimal Classification and the Colon Classification

By Barbara M. Brown, B.Sc.

When I came to consider the subject of this paper I thought how foolish it sounded. How is it possible to describe in any single talk the bases of three such classifications — classifications that have been in the forefront of the development of classification theory during the last seventy years and round which have surged the controversies and arguments of those years. During the last thirty years libraries have grown and changed in response to increases and changes in the publications they handle and the movement of emphasis from the publications themselves to the detailed information they contain. This growth and change have caused profound upheavals throughout library practice, and most of all in the subject classification and indexing of the publications. Whereas formerly a classification representing, fairly closely, the general subject of the publication was quite enough to determine its place on the shelf, and any indexing was carried out by words in the dictionary catalogue, now the classification system, with its complete system of classes, subclasses, etc., represented by a notation, is being stretched and twisted so that the classified catalogue can take the place of the subject index. Accordingly, it seems to me that as all of us are probably fairly well acquainted with the structure of the Decimal and Universal Decimal Classifications, it would be best to trace the effect of the changes of the last seventy years of their development and at the same time describe the Colon Classification in rather more detail while showing how the changes in emphasis have affected it as well. The nomenclature that I am using, and many of the opinions stated, are those of the Classification Research Group and of the "Ranganathanites". I do not necessarily agree with all that they say, but it seems to me desirable that their point of view should not be suppressed, however wrongheaded it may seem to many. Wrongheadedness may stimulate accurate thinkers to state their thoughts, when without opposition they might not have bothered to do so.

Mr. Farradane, Scientific Information Officer of the Tate and Lyle Research Laboratories, in "Psychology of Classification", *Journal of Documentation*, v. 11, 1955, pp. 187-201, defines classification as a representation of the true structure of knowledge; and then asks, what is truth? what is knowledge? and what is the structure of knowledge? By means of experimental psychology he deduces that knowledge consists of patterns, based on the memory of sense stimuli; and it is by building up these patterns of knowledge, or concepts, into more and more complex designs that each individual obtains a picture of his internal and external worlds.

Classification, in attempting to represent these patterns of knowledge, produces compression and distortion. This also happens in every other representation of the human environment, such as painting, sculpture or literature. The latter are primary representations, whereas classification, grouping these primary representations, is secondary, and, being secondary, produces compression and distortion in geometrical progression. The three ways in which classification does this are in correlating co-ordinate concepts, e.g., geology, chemistry, etc., as subdivision of science, and in allowing for future new subjects (this is called arrangement in

array); in arranging derived subjects of increasing intension, and allowing for the insertion of new derived subjects (called arrangement in chain); and in developing a notation to express the subject arrangement for practical library classification.

The three classifications, the Decimal Classification of Dewey, the Brussels Extension or the Universal Decimal Classification and the Colon Classification of Ranganathan illustrate the evolutionary development of classification under the impact of these problems, and of the need for practical application under changing library conditions.

In his Decimal Classification, Melvil Dewey expanded the main subject headings developed under the philosophical theory of classification of knowledge but did not otherwise depart very far from the theory. Then, in the application for library use, he brilliantly overcame the difficulty of rigidity of notation by considering only the ordinal value of the symbols and treating them as portions of a decimal fraction. That is, he took the value of each digit separately, not as in relation to the preceding and following digits, e.g., the cardinal values of 23 and 123 are twenty-three and one hundred and twenty-three, but the ordinal are two three and one two three. This allowed for expansion in chain, for subordinate subjects, far beyond the needs of the time; and, indeed, it is only recently that in this respect the Decimal Classification notation has become too rigid. Thus, this classification was the first practical system by which books and documents could be filed by subject and readily found again. Other innovations introduced in it were the relative index; the use of form divisions for application throughout the schedules; special lists of geographical, chronological, and other divisions, for application where instructed; and use of the same notational symbol for the same idea in different parts of the tables, that is a mnemonic notation. The schedules were made by subdivision of the subjects by various characteristics, but frequently the subdivision of a subject was not followed through exhaustively, and more than one characteristic was used in a single section, causing a mixture of unrelated subjects to come together. The Decimal Classification is the oldest representative of what has been called an analytical enumerative classification; that is, it has been formed by the listing of subjects obtained by dividing the main subjects more or less exhaustively by some of their characteristics. In such a classification the classifier is not permitted to insert new subjects without reference to the controlling organization.

In 1895, twenty-one years after the first edition of the Decimal Classification, the International Institute of Bibliography was founded in Brussels for developing international bibliography and documentation; and in 1899 the first edition of the Brussels Extension of the Decimal Classification, or the Universal Decimal Classification, appeared.

As the Decimal Classification was the best practical system then in existence, its framework of nine main classes and a generalia class was adopted, and also its decimal notation, which, I understand from Mr. Metcalfe, greatly appealed to Europeans, already accustomed to metric coinage and weights and measures. However, the earlier classification was designed for filing books and other items involving macro-thought (so called by Ranganathan), and the newer one was needed for dealing with the individual items of knowledge contained in each publication, that is, micro-thought. So it was necessary to evolve some system for indicating the relationship between different main subjects (this is now called phase analysis) and for making entries in the catalogue or the index for each subject involved. Thus, in addition to extending the application of the geographical, chronological and form divisions of Dewey, the Universal Decimal Classification has special symbols for indicating whether one main subject is modified by another, the colon, or whether both are of equal importance, the plus and the stroke; and rules are given for the order in which such compound symbols are to be filed. These innovations, together with a deliberate policy of concentrating on science and technology, the most rapidly growing area of knowledge, have made the Universal Decimal Classification invaluable for special libraries in scientific subjects. A better method for including extensions and corrections than that used by the Decimal Classification of publishing new full-sized

editions has also been developed. Each section is under continual revision by a series of committees, whose extensions and corrections are first issued as provisional amendments and then after a given time are cumulated and published twice a year, when they can be incorporated in existing printed editions.

The advances made in practical classification by the designers of the Universal Decimal Classification, Paul Otlet and Henri La Fontaine, were still not based on a detailed study of the structure of knowledge and many of the imperfections of the older classification were carried forward unchanged. Thus the former has now become so detailed that it is full of traps and pitfalls for any but the specialist in classification and the subject expert, and the filing of cards for the compound numbers is most intricate.

In the early 1930's a series of publications on library classification fundamentals, and a classification embodying these theories, began to appear. They were written by S. R. Ranganathan, at that time University Librarian in Madras, and formerly Assistant Professor of Mathematics in the Presidency College, Madras. Since then, Dr. Ranganathan and his colleagues have systematically examined the whole basis of the theory of classification as applied to library work and have built up what they call an artificial language or classification system which has become known as the Colon Classification.

They consider that five fundamental abstract ideas can be used to express all knowledge: time, space, energy, matter, personality; and that all subjects can be represented by one or more of these ideas. Thus, unlike the two Decimal Classifications, the schedules of the Colon Classification do not consist of long lists of subjects, enumerated in the greatest detail possible, but of a list of twenty-six main subject classes, e.g., engineering, chemistry, political science, literature, etc., each of which is divided by one or more of the fundamental concepts according to a specified order for that main class. This is termed facet analysis and the concepts thus obtained, the foci, are all that are listed in the schedules. Special emphasis is laid on completing the subdivision by one fundamental concept before subdivision by another is begun. Both the other classifications use facet analysis for obtaining subdivision in chain but neither is strict in keeping the facets, derived from different characteristics, apart from each other, nor in subdividing exhaustively by each characteristic in turn.

The Colon Classification has also made a special feature of phase analysis, the relationship between separate main subjects, which appears in a rudimentary form in the Universal Decimal Classification. Phases that have been worked out are: the form of a subject; the bias phase, e.g., "mathematics for the engineer"; the influencing phase, e.g., "effects of war on the chemical industry"; the comparison phase, e.g., "psychotherapy and the Christian doctrine of man"; and the tool phase, e.g., "chemical analysis of the soil". Other phases have been investigated and work is actively proceeding in this section at the present time in connection with what is called depth analysis.

A third important feature of the Colon Classification is the octave device. This will be described more fully under notation, but it is really a feature of phase analysis. Other special features are the device for specifying the classics and works about them, and the auto-bias and modified bias devices for subdividing one facet by another.

The Colon Classification fully accepts the idea of treating each notational symbol as a separate entity, which was Dewey's great contribution and is fulsomely acknowledged as such by Ranganathan. It, however, goes further than the other two classifications in using letters (Roman upper and lower case and Greek) as well as Arabic numerals and punctuation signs. In the fifth edition, just published, the Greek letters lambda and delta have been inserted between K and L and M and N respectively, and a Sanskrit letter for the main class "mining" has been inserted between H and I. It is maintained that once a definite order has been assigned for a series of symbols it does not matter what they are. (In fact, Ranganathan has inserted the Greek letter delta between M and N of the Roman upper case symbols for the main classes and has thought of using Sanskrit letters also.) The order of the symbols is: a-z, 0,., :, 1-9, A-Z, with Greek letters inserted within A-Z where required.

The generalia classes are represented by the anterior subdivision symbols 1-9, the main classes A-Z, each divided into facets that are represented by Arabic numerals and separated from each other by the colon. The form divisions are represented by the Roman lower case letters and so do not need a special symbol to indicate their phase when attached in front of a main number. Zero and the colon are used to distinguish other phases and work is proceeding on other suitable phase indicators. To allow for the addition of new subjects, the octave device has been developed. This allots only the numbers 1-8 for specific facets and retains 9, rather in the nature of a repeating decimal, for additional facets. Thus, after 1-8 the next octave would be 91, 92...98, the next 991, 992...998, and so on. The octave at infinity by this method would have an infinite number of nines and so could not be written down. To overcome this, the fact that A-Z is ordinally greater than 1-9 is used and the last octave is designated by A-Z. Then the second last, penultimate, octave is 9A, 9B...9Z, the third last 99A, 99B...99Z. Thus both ends of an infinite series are represented by small numbers of digits and only the centre recedes to infinity. Insertion of new subjects proceeds inwards from both ends, and no difficulty should be experienced. In the other two classifications all that can be done along these lines is to leave 9 vacant for all other subjects not already included in that particular part of the schedule.

The flexibility of the notation in the Colon Classification is much the greatest of the three, as it is possible for expansion on both sides of the colon without interfering with the meaning of the symbols already there. Ranganathan claims that his notation has exploited to the full the potentialities of the decimal notation, and also its mnemonic possibilities, which were not fully realized by Melvil Dewey, and have only partially been realized by the Universal Decimal Classification. However, he has not solved the problem of how to represent in the catalogue all the subjects mentioned in a publication, and which are likely to be needed in information retrieval, since he concentrates on representing the document by one overall number.

At present great attention is being paid by the Colon Classification advocates to depth classification, that is, the classification of information rather than documents. This is of particular interest to special librarians whose work is coming to consist more and more of information retrieval. Basically the work on depth classification centres in the concepts of level and round. That is, that in expressing a subject an energy facet can recur two or more times and each time can start a new round of personality matter and energy facets; that in each round the personality facet can recur two or more times, these being called levels of personality; and that the space and time facets can occur only in the last round. The fifth edition, 1957, of the Colon Classification consists of two volumes, the first containing the schedules necessary for the classification of macro-thought, and the second, which is not yet available, those for micro-thought and depth classification. No classification has yet been able to deal satisfactorily with the intricacies of micro-thought, partly because the need has not been realized until recently. So, if the Colon Classification or the Universal Decimal Classification can solve this problem, one of the very great advances in classification will have been made, and only then will a classification system and its notation be able to take the place of alphabetically arranged specific entries for subject indexing.

The lack of enumerated schedules in the Colon Classification is very useful, as it enables the classifier to insert new subjects or new aspects of subjects without having to wait for authorization from a central body. It is claimed that new subjects can be classified with a very high degree of unanimity between different classifiers using the Colon Classification rules.

The Colon Classification has still many problems to overcome. Much work is being done on it and will continue to be done, especially as the ideas advanced by Dr. Ranganathan are being accepted by the two older classifications and they are being modified so that anomalies, caused by an inadequate conscious understanding of the theory, are being removed.

English librarians working along the lines of thought initiated by the Colon Classification have evolved a method of analysing a subject preparatory to classifying it and this can be used with any classification system and helps to prevent inconsistencies due to personal points of view. This method is called "canalization" by Palmer and Wells, and is described in their book; it only works well with Colon Classification, for which it was devised. As well as this Ranganathan has developed a method of translating the colon number into its constituent parts to form a subject index, using what he calls chain procedure. This also is described by Palmer and Wells. A subject index to the classified catalogue is essential and it is most important to have it properly constructed according to a set system. Chain procedure is a very helpful routine but, as it does not allow for cross references, some subject list must be used in conjunction with it to give these.

In spite of the fascination of the Colon Classification and the difficulties of the Universal Decimal Classification, I still think that the latter is of most use to special librarians, especially those in scientific and technical libraries. It concentrates on the science main classes; it has a rough and ready, but quite practicable, method of indexing segments of information; and its enumerative schedules and regularly published extensions and corrections make it easier for part-time classifiers to use.

The Dewey Decimal Classification is really only useful for filing publications by subject, for which, after all, it was originally developed. For information work it needs to be used in conjunction with an alphabetical subject index, and this doubles the work of classifying and indexing.

The Colon Classification, although embodying many most valuable features, needs considerable knowledge, both of classification procedures and of the subject to be classified, to be used properly; it is not yet able to index information fully, although its representation of any particular subject is the most accurate of the three classifications; and it is very difficult to obtain copies of the classification schedules and the book of rules and explanations that goes with them.

In library classification it is easy to fly away on the wings of theory and feel as Ranganathan says about abstract classification, "Walk on earth. But be guided by the unreachable stars. One day we may have to walk on stars too." But for special librarians, who usually cannot afford to spend more than part of their time on it, classification is a very mundane affair. It is better to make quite sure that one is getting full value from the classification already in use in one's library by studying it thoroughly and by getting to know as much as possible about the subjects one is classifying than always to be looking for some new classification to which to change.

I wish to thank the Public Library of Victoria, the University of Melbourne Library, the library of the Australian National University, the Public Library of South Australia, and the Barr Smith Library, who have all lent me, often at short notice and frequently for long periods, classification schedules and other publications that they do not normally allow out on loan; and also the Head Office library of the Commonwealth Scientific and Industrial Research Organization, through whom I have been able to obtain microfilm copies of references not available in Australia.

The Problems of the Country Library

By E. S. SHAW, M.B.E.

The measure of the success and adequacy of a public library is the extent to which it is able to achieve generally accepted objectives to carry out generally accepted functions. The General Report of the Public Library Inquiry summarizes public library objectives as "to serve the community as a general centre of reliable information and to provide opportunity and encouragement for people of all ages to educate themselves continuously", and the agreed-on functions as "to assemble, preserve, organize and administer collections of books and other materials possessing cultural, educational and informative value, and to promote the public's use of library materials by active stimulation and skilled guidance". Though we still have with us those who belong to the "give the people what they want" school of thought, these objectives and functions seem to be generally accepted in Australia today. They are implicit, if not explicit, in the library legislation of various States.

There is not a council, to my knowledge, which was activated in setting up a library service by the desire "to give the people what they want" in the way of reading matter — or, in other words, to set up a purely recreational circulating library or merely to give a blood transfusion to a dying institute or school of arts. It would not regard such a library service as a justifiable charge on its rate revenues, and it would realize the folly of entering into competition with commercial media in that field.

Though they may not have been fully aware of the value or the nature of the information services of a public library, they have conceived of it as a cultural and educational institution, and have endeavoured to provide it partly out of a traditional belief in the value of "good books", but also out of a conviction of the social value of educational facilities, particularly for children but also for adults whose interest, will, and ability lead them to seek to continue their education.

Again, despite the fact that formal education is for the most part an activity of the State, there is fairly general agreement that libraries are an appropriate local activity, and that library service would lose more than it would gain by centralized provision and administration. In Australia, and to varying degrees in the United States, it has been accepted that local autonomy should be reconciled with some State-wide (or even Commonwealth-wide) system, and that the local authority should look to the State for assistance in the establishment and maintenance of public library services.

An underlying principle of our public library services is that support from rates and taxes will free the library from the economic necessity of catering for the majority demand for purely recreational reading and enable it to perform the socially much more important function of attempting to meet the reading needs of the minority of serious readers.

Even with this freedom the public library can fail if its total income is insufficient. At best it will retain its objectives, though its functions will be inadequately performed; at the worst, it will compromise with its objectives and try to give the most service it can to the most people — in other words, it will respond to the majority demand. A financially starved local public library can be as inadequate as an institute or school of arts.

We must recognize that to get effective library service either in the metropolitan areas or the country, we must be prepared to spend a great deal more than we are

spending in all States. At a recent meeting my Board conveyed to the New South Wales Premier its opinion that the minimum expenditure for adequate library service, in view of the rise in costs of goods and services, should be the equivalent of 8/- per head of population, and that the State Government should pay subsidy to councils on a £1 for £1 basis up to a maximum of the subsidy of 4/-.*

An increased expenditure, even up to 8/- per head of population, will not remove the difficulty of inadequate finance, particularly for our country libraries. The basic problem is the size of the population unit. In his report "The Public Library System of Great Britain", published in 1942, Lionel McColvin said that "only a population of between a quarter and half a million can maintain a self-contained library service which will be adequate to meet all individual needs". This figure, which was adopted by the Library Association of Great Britain in its "Proposals for Post-War Reorganization and Developments of the Public Library Service", is now pretty generally accepted. However, in New South Wales, for example, on that basis there would be only three economic library units: the whole of the Sydney metropolitan area; the Hunter River Valley, which includes Newcastle; and the whole of the rest of the country as one unit. Obviously, the geographical difficulties of such units would make them impracticable.

If we are going to set our desirable population figure so high, and if we are prepared to forego the principle of local autonomy, the logical thing to do would be to treat the whole State as a single library unit, but I think we are agreed that library service would lose more than it would gain by such a degree of centralization. It is obvious that if we are to accept the desirability of using a local government area as a unit for library service, there must be a high degree of co-operation in all Australian States. Our Library Act and the Library Acts of most of the other States make provision for regional or joint services, and we have 18 of them in New South Wales. Seven of these have, however, a population unit of less than 10,000, which is regarded as the minimum population to be served by one service point. The problem is not peculiar to Australia; if anything, it is more pronounced in the United States of America than it is here.

In 1950 the Public Library Inquiry quoted figures which revealed that in the United States there were 4,808 library services conducted either by municipal or by county councils which served populations of less than 5,000; in fact, 65% of the total number of library services in the United States. In New South Wales at present we have 12 library services serving populations of less than 5,000, and they are 16% of the total. At the other end of the scale, in the United States there are only 135 library services serving populations of over 100,000, 2% of the total. In New South Wales we have only six serving populations of over 100,000, and they are 8% of the total.

I realize, of course, that the very big difference in the total number of library services makes percentage comparison worthless, and I quote them merely to indicate that the problem is not peculiarly an Australian one. In New South Wales the important thing, and the disturbing thing, is that of our 81 library units (operated by 137 councils), 35, or almost half of them, are serving population units of less than 10,000 people, 12 are serving populations under 5,000, and 23 are serving populations ranging from 5,000 to 10,000.

Obviously there must be a union of areas to get a more desirable population unit for local public library services, due consideration having been given to geographical, social and economic factors. In New South Wales and in Victoria there has been a considerable amount of work done by the State Governments in defining and surveying regions and planning their developments, and some valuable work has been done by regional development leagues — often sponsored by councils. The Division of Reconstruction and Development of the Premier's Department has made provision for 19 such regions in our State.

* The Premier of New South Wales, the Hon. J. J. Cahill, has announced that as from January, 1959, the maximum subsidy payable to Councils will be increased from 1/6 to 3/- per head of population.

In the Central Murray region as early as 1945, six councils (four municipalities and two shires) set up a joint service, two shire councils abstaining and one municipal council electing to operate independently of the joint service. The area covered by the joint service is the bulk of the region, something like 11,000 square miles, but in this case the population unit is still only 19,480.

In 1948 a Riverina Regional Library Conference was held at Griffith, to which councils of three New South Wales regions were invited. The whole question of regional library services was thoroughly discussed, and a standing committee examined the possibility of setting up a library service which would cover three regions — Central Murray, the Upper Murray and the Murrumbidgee. Such a library region would serve a population unit of more than 165,000. For various reasons, which I have not time to go into here, the standing committee decided that any move in this direction would be premature. This decision, however, was made in 1948.

In March, 1950, a regional conference of councils in the New South Wales Upper Murray region and the Victorian Upper Murray region was held in Albury. This conference was attended by representatives of the Library Boards of New South Wales and Victoria. Following the conference a survey was made by officers of the two Boards, and the conference was reconvened to discuss a report which set out a plan for a joint library service covering the two regions. Not all of the councils in the region were prepared to take part from the beginning, but at present there are seven New South Wales councils (one municipality and six shires) taking part, and four Victorian shire councils. The population unit is 61,030. The library service is administered by a regional committee, on which each of the councils has representation. Each of the participating councils contributes to a regional library fund both its contribution from rate income and the subsidy or, in the case of Victorian councils, subsidy plus establishment grant, which it receives from its State Government. The headquarters and central library of the service are located in Albury, and at present there are nine part-time staffed branch libraries at Corowa, Urana, Tumbarumba, Corryong, Wodonga, Rutherglen, Holbrook, Culcairn, Tallangatta. In addition, there are a number of deposit stations and a small mobile unit.

The Library Board of New South Wales established a regional library bureau at Albury, and an officer of the Board was stationed there for eighteen months, his duties being to advise and assist the regional committee on policy matters, and to advise and assist the regional librarian and her staff in technical matters. In addition, the Board of New South Wales had made available a bulk loan of books.

At a later date the duties of the Board's Bureau Officer were extended to include the Central Murray Regional Library, which because of inadequate finance had found it was unable to pay a salary which would attract a trained librarian to replace Mrs. Butler, who did a magnificent job in this area for three years. This is one of the most serious problems facing library services serving small units of population. Fortunately, a very able librarian in Mrs. Walton was found, and this service, with increased contributions by member councils, together with the endowment of a scholarship fund by a country resident which has enabled a local girl to be trained at the Library School conducted by the Public Library of New South Wales, has maintained a very solid standard of achievement.

Recently there have been further discussions with a view to convening a conference of councils in the Murrumbidgee region to consider setting up a regional service. Eventually, I hope, a regional library service will be established in the Murrumbidgee Region and that it will be possible later either to amalgamate the three regions into one or to achieve a high degree of co-operation between the three regions.

On the Northern Tablelands and the North-Western Slopes the Namoi regional library service was set up in 1951. This now embraces fifteen councils, five of them municipal councils and eight shire councils. The service is based on Tamworth, and the pattern is pretty much the same as the Upper Murray Regional Library Service. The present population unit is just over 71,000.

There are now, in addition to the above-mentioned regions, five others serving population groups ranging from 15,480 to 29,350. These are the South-West Regional Library based on Young; the Clarence Regional Library based on Grafton; the Moree Regional Library based on Moree; the Orange Regional Library based on Orange; and the Inverell Regional Library based on Inverell.

Unfortunately, due to restricted funds and staff, the Library Board has not been able to maintain its Regional Bureau services except for short periods at the inception of new regional services.

I have perhaps gone into too much detail in discussing this development, but I want to indicate to you that a pattern of regional library services is emerging in our State, and I understand similar developments have been taking place in Victoria, which now has fourteen regional or joint library services.

The Library Boards of both States, after giving the matter careful consideration, have approved of the principle of regional services and are encouraging these developments. They are, of course, watching very carefully and very sympathetically the experiences of those regional library services which have already come into operation.

There is another way of attacking the problem, of course, and that is by setting up ad hoc councils, as is done for certain other public services, such as, for example, electricity supply and water supply. The United States Public Library Inquiry found no cases of this type of ad hoc consolidation in the United States, but it did find a feeling which is growing here, that what is really needed is some integration of these various authorities responsible for varying services rather than the creation of still further ones. I quote from the Inquiry: "some observers of this unco-ordinated piecemeal approach have concluded that the only satisfactory conclusion is transition to general units of local government large enough to perform the local functions with modern tools and personnel". In Great Britain, exactly the same line has been taken by the Library Association of Great Britain, which contends that the problem of a suitable structural population unit is not one for libraries only, but is the concern of all people engaged in local public services, schools, health, highway maintenance, etc.

In New South Wales the Local Government Association and the Shires Association have given very serious consideration to this very problem. The 1950 annual conference of the two associations expressed their approval of an active campaign for the establishment of regional councils, and in April of 1952 the Associations published jointly a booklet entitled "Regional Councils: A Review of the Local Government Structure designed to establish a Need for the Creation of Regional Councils". The functions of these proposed regional councils are:

(a) Planinng for the economic and social development of a regional area.

(b) The administration of all public works and services beyond the capacity (organizational or financial) of unit local government authorities, or county councils operating under delegated powers and the Associations' List; public libraries and even education generally ("to the extent deemed best after investigation as services which should be operated by regional councils).

Regionalization of library services, however, cannot wait upon some such rationalization of our pattern of local government.

The advantages of the pooling of resources that will come with regionalization are, I think, quite plain. It will make possible the employment of more highly qualified and better trained staff, and the establishment of a regional reference collection and services. It will help to overcome the present uneven distribution of services, and also the inability of smaller libraries to buy more than a small percentage of the range of informative books published, and at the same time it will help to avoid a great deal of uneconomic duplication of technical processes. At this stage in development, regionalization has the great advantage that it is both extension and consolidation.

For very many years, even with regionalization, the population units of our library

services will still be smaller than the generally accepted unit of from a quarter to half a million. Regional library services will have to receive a great deal of assistance from the State, not only financial assistance in the form of subsidy and establishment grants, but also assistance in the form of highly developed services. There is not time to deal with these in detail, but obviously the State must establish a bureau in each library region and station there a well-qualified and experienced officer. Foundation gifts of books and supplementary bulk loans of books must be extended, highly efficient central reference services must be organized, central cataloguing services should be set up, and no doubt you will think of others.

Although the State is the educational authority, the Commonwealth might also make a substantial contribution.

While we are concrned, and seriously concerned, about the problems of our country services, there is no need for pessimism. We are entering upon a new stage and a new pattern is emerging, but we cannot afford experiments that will fail because we have not put enough into them. This must be a time for both extension and consolidation.

Board of Examination

Preliminary Examination Results, 1958

General Report

There appears to have been some improvement in performance in Paper 2, and the rise in the percentage of passes in the examination as a whole from 58·5% to 79·2% is the result of this improvement; the percentage of passes in Paper 1 was much closer to last year's for the examination as a whole. The following general comments on Paper 1 can be taken as applying in some degree to both papers of the Preliminary examination.

The general standard of answers to this year's paper shows no marked change from that of previous years and remains at a disappointingly low level.

In the section of the Handbook headed "General advice to candidates" people sitting for the examination are asked "to come into the examination room, not with prepared answers to anticipated questions, but prepared to think and express themselves in the examination room". Only a tiny minority took any heed of this suggestion.

Coupled with this unwillingness to think about the questions was a surprising lack of general knowledge which one might expect to be applied to the answers. One cannot help being somewhat taken aback at the suggestions on the part of a number of candidates that Australian libraries should consider starting inter-library loans, or that Somerset Maugham is a musician.

It is obvious, too, that many candidates have done little if any reading, and there appears to be a tendency among candidates who have attended a library school to think they can get by on their lecture notes alone.

The general setting out and appearance of papers was not unreasonable, but the spelling and grammar of many candidates left the examiners agape.

On a syllabus as closely circumscribed as this one, from which the questions depart in no particular, the examiners did hope for something better than a pass rate of under 62%.

The following are the comparative statistics for 1957-8:

	1957	1958
Passed	211 (58·5%)	323 (79·2%)
Failed	148 (41·5%)	85 (20·8%)
Total	359	408
Merit	4 (1·1%)	19 (4·7%)

P1: Books and Libraries

Elizabeth Lumb, B.A.
D. B. Scott, B.A.

Details on Questions

1. (a) *Discuss substitutes for printed material, their importance and use in a modern library.*

This was attempted by nearly all candidates and relatively speaking was one of the better-done questions. On the debit side there was a preoccupation with microfilm, microcards and photostats to the exclusion of other substitutes, especially gramophone records, tape recordings, moving films. Little attempt was made, generally speaking, to assess uses, limitations and drawbacks in terms of cost, and difficulties of use, or special applicability to different types of libraries.

(b) *Describe the work of two well-known presses, one modern and one of the incunabula period.*

Very few examinees answered this question, and those who did knew very little about the work of the presses they chose. Some showed their ignorance of either the meaning of the term "incunabula period" or of the press they chose; for example, in writing about Christopher Plantin as an incunabula period printer.

Some who apparently could not think of anything better for a well-known modern press talked about their local newspaper and what a lot of machinery it has.

2. *Write brief notes on SIX of the following: (a) Diptych; (b) Hieratic script; (c) Scriptoria; (d) Forme; (e) Kelmscott Chaucer; (f) Half-tone (g) Sir Allen Lane; (h) Casing; (i) Proof-reader.*

On the whole, the marks given for this question were not high, but within most answers there was a marked patchiness — most candidates knew something about some of the items and nothing about others. Easily the worst-done of the items was *"forme"*, an overwhelming majority of candidates confusing it with *"chase"*. *"Half-tone"* and *"casing"* were also badly done. More than half of those who tried *"casing"* insisted that cased books did not have their gatherings sewn (a characteristic which constitutes the meaning of *binding* in their minds) and went on to describe so-called *perfect binding* as casing.

Sir Allen Lane might be amused to know that most young Australian librarians can write something about a diptych but have never heard of the founder of Penguin Books.

3. (a) *Do you think that a library service run by a local authority should charge a fee for lending books? Give reasons for your answer.*

It might have been expected, as the Library Association of Australia is so thoroughly committed to the principle of free libraries, that most candidates would plump for free libraries even if they could not back the principle up with solid reasons. It did turn out that those who supported the idea of free libraries usually did not know why they supported them. But the most disturbing thing about the answers to this question was the number of candidates who supported the principle of the subscription library and, moreover, with arguments which have been shown by experience here and overseas to work out in the very opposite direction. For example, a common reason put forward for charging a fee was that the money so collected could be used to buy more expensive non-fiction, to improve services, and pay the librarian better wages, thus attracting better trained people. This is indeed flying in the face of history.

(b) *What general principles have been expressed in free lending library legislation in Australia? Also explain some of the differences between free lending library provision in the various Australian States.*

Very few attempted this question. Those who did generally knew something about their own State and a little about free library legislation in some other States.

4. *"The special library needs to be supplemented especially by the general reference library, and because of its use for technical or technological purposes the public library has to draw on the resources of special libraries." Comment on this statement and suggest the kind of machinery that might be set up or adjusted to effect such liaison in Australia.*

This question was not well done. Too many examinees were unaware of even the major union lists of periodicals in Australia, and more still knew nothing of achievements in the field of library co-operation in Britain or the United States. In common with answers to Questions 3 (a) and 5, the answers to this question exemplified in the most glaring way the lack of thought, knowledge, reading and even common sense mentioned earlier in this report.

5. *Do you think there would be any differences between the types of queries which a reference department would be called upon to answer in any TWO of the following kinds of libraries? (a) Public reference library; (b) Parliamentary library; (c) University library; (d) A library serving an industrial concern. Illustrate your answer by referring to some specific subject reference books which you think would be most useful in the TWO types of library chosen.*

Most candidates were sure that there is nothing in common in the reference work of the various kinds of libraries mentioned. There was almost a complete lack of knowledge of variations in depth or extent in reference enquiries, most candidates identifying reference work with the single word answer questions that libraries are asked. These inadequacies were generally linked to an ignorance of the scope, content and purpose of many of the reference works cited—for example, the perennial howler reappeared, that if you want to find out about recent developments in a certain field of science you should look up "Pitt's catalogue" for articles on the subject.

6. *Where would you look for NINE of the following? In each case the reference that you cite must be a work in the special field and not a general encyclopaedia: (a) The number of registered automobiles in Australia; (b) The name of the editor of the Canberra Times; (c) The capital of Cambodia; (d) Recent articles on television relay systems; (e) A list of the education authorities in Great Britain; (f) The date of Easter in 1961; (g) The dimensions of a billiard table; (h) A photograph of Somerset Maugham; (i) An English translation of the words of The Linden Tree, by Schubert; (j) The address of the publishers of the American magazine Time; (k) A list of contributors to The Bulletin Reciter: a collection of verses for recitation from the Bulletin 1880-1901, ed. by A. G. Stephens, Sydney, The Bulletin Co., 1901. (l) Some information on British patent number 682,209 taken out by Imperial Chemical Industries.*

Broadly speaking, this question was not too badly done. Spelling errors and incomplete titles of the reference works concerned were too frequent.

7. *What type of loan records do you think would be best used in THREE of the following, and why? (a) Special library, (b) Primary school library, (c) University library, (d) Municipal lending library.*

On the whole this was the best done of all the questions. The best accounts were given of municipal lending library loan arrangements and the worst parts of answers were those relating to university libraries. Some examinees wanted to use exercise books for recording loans, an arrangement that would be difficult in the smallest library. A few others confused loan records with loan statistics.

P2: Acquisition and Preparation of Books

J. D. Fernon, B.A., B.Ec.
J. C. Hazell, B.A.

Papers this year were on the whole superior to those of last year.

Details on Questions

1. *On the unlined side of the paper and within an outline of the catalogue card provided make the main entry for the book and periodical whose title pages are set out below. Show by tracing notes what added entries, other than subject, should be made. The Teach Yourself Books / Painting for*

Pleasure . . . / by / R. O. Dunlop, R.A. / English Universities Press Ltd. / London. [On the verso of the title page — This edition published . . . 1953.]

The British / National Bibliography / Annual Volume . . . / General Editor: A. J. Wells, F.L.A. / Published by / The Council of the British National Bibliography Ltd. / British Museum, London, W.C.1. [1950 and continuations are to be kept.]

The most inexcusable errors were those made in copying entry details, the worst being Dunlap, R.A., R.O. Other versions included Dunlop, R.A.; Dunlop, Robert Osborn. Frequently given was "Printing for pleasure" for "Painting for pleasure".

The periodical was given in some cases as "The British National Biography". Failure to recognize the Council as the publisher was too frequent. Statements such as "Official Journal of the Council of the British National Bibliography Ltd." appeared with a surprising number of answers.

Classification numbers and tracing notes for subject entries were not required but were often given.

2. (*a*) *Explain each of the following and illustrate your explanation with examples: (i) Classifying by subject, (ii) Classifying by form, (iii) Classifying by subject, then by form.* (*b*) *What do the following D.C. numbers represent? 770·4, 630·95, 444, 925·3, 380·7.* (*c*) *Give D.C. numbers for each of the following: The Economic Journal; The Encyclopedia Americana; The Proceedings of the Zoological Society; A History of Technology; The Poet's World: an anthology of English Poetry.*

The main criticism of the answers to this question is that candidates included too much in their answers. A long discussion on Dewey was not called for. Very few candidates understood the meaning of "classifying by form", and most answered (ii) in the same way as (iii), but usually with different examples.

3. (*a*) *What details should appear on an order card for a book?* (*b*) *Explain fully what happens from the time a book has been selected until its entry has been completed on an accessions card or in an accessions register.*

The candidate who checked to ensure books were not in the library before ordering was rare, and very few thought of certifying an invoice for payment. Some candidates called orders invoices, and many put the date received on an order card before the book arrived.

4. *What should be done to prepare volumes of periodicals for binding and what would you do before putting a volume returned from the bindery into circulation?*

Candidates as a whole showed a knowledge of what should be done with a number of issues of a periodical that are to be bound into one volume, but very few understood the necessity for records associated with this process. Although the shelf list was described in another question as a record of books as they appear on the shelves, few candidates mentioned a shelf list entry for a periodical volume returned from the bindery.

5. *Give the main entry heading for each of the following and in your own words state the A.L.A. Cataloguing rule involved:* (*a*) *Seattle / Public Library / Sixty-First Annual Report / Nineteen Hundred and Fifty-One.* (*b*) *Report / of the / Twenty-Seventh Meeting / of the / Australian and New Zealand Association / for the Advancement of Science / Hobart Meeting, January, 1949.* (*c*) *Everyman's / Dictionary of / Non-Classical / Mythology / Compiled by / Egerton Sykes / London: J. M. Dent and Sons Ltd.* (*d*) *Principles of School Administration / A Synthesis of Basic Concepts / Paul R. Mort . . . / Donald H. Ross . . . / 2nd Edition / McGraw-Hill Book Company Inc. / New York / 1957.* (*e*) *Historical Essays / By H. R. Trevor-Roper / London / Macmillan & Co. Ltd. / . . . 1957.*

The general criticism is that discussion of the entry chosen was given instead of a statement of the A.L.A. rule.

(*a*) Errors in entering were frequently made though the rule is clear that the form should be "Seattle. Public Library".

(*b*) Abbreviated entries using, for example, Aust., &, N.Z., lost marks.

THE PUBLIC SERVICE OF

Papua and New Guinea

VACANCIES

LIBRARIES OFFICER

£1,706 — £1886 p.a. (male)

£1,536—£1,716 p.a. (female)

Qualifications: Degree plus certificate recognized library training institute; experienced librarian; supervisory experience.

Duties: Control Public Service Institute reference library; compile and maintain master index of publications in departmental and district libraries; advise on library procedures; provide in service training for libraries staff.

Location: Port Moresby, but required to visit other centres.

LIBRARIAN

£1,076 — £1,346 p.a. (male)

£906 — £1,176 p.a. (female)

Qualifications: Degree plus certificate recognized library training institute.

Duties: Administer regional public library; process books.

GENERAL INFORMATION

Salary: Rates quoted are actual for unmarried officers and include allowances and adjustments. Married officers receive a further £125 p.a. Additional territorial allowance of £25 p.a. after 5 years' service and a further £25 p.a. after 7 years' service is also payable.

Eligibility: Adult British subjects under 45 (males) or 40 years (single females).

Appointment: Permanent on probation.

Location: Appointees must be prepared to serve anywhere in the Territory.

Accommodation: Single quarters only available. Married accommodation unlikely to be available under 18 months from date of appointment.

Separation Allowance: Payable at discretion of Territory Administration; designed to compensate for added expense of married appointees obliged to maintain family outside Territory.

Leave: Three months after each 21 months in Territory. Additional 3 months' leave after each 6 years' service and 6 months' furlough after 20 years' service.

Taxation: Income derived by residents of Territory from sources within Territory is not at present taxable under Commonwealth legislation.

Further Information: An information handbook on the Territory Public Service is available from Department of Territories, Canberra or Sydney, or from any Commonwealth Public Service Inspector, Commonwealth Employment Office, or official country post office. Other enquiries to Department of Territories, Canberra (tel. U 0411, ext. 29A).

APPLICATIONS: SUBMIT on prescribed form available from offices mentioned under "Further Information" TO The Secretary, Department of Territories, Canberra, by 14th February, 1959.

(*c*) "Everyman's" was omitted from the title in many answers.

(*d*) Omission of the statement "with designation JOINT AUTHOR" was the chief error. Errors such as "Paul, Mort R" showed a lack of care.

(*e*) This was given correctly in most answers, but many candidates stated that a reference is made *to* (instead of *from*) the second part of the name.

6. *Assuming the holdings of the library to be as indicated, draw up for each of the following a periodical accessions record*s *Harvard Educational Review* [*a quarterly*], *Vol. 27, 1957, parts 1-4. Marine Engineer* [*a monthly*], *Vol. 80, 1957, nos. 964-975. Fabian Society Research Series* [*an irregular publication*], *1955, nos. 170-178. What other details should be included in addition to those already given?*

Very few candidates attempted this question and of those who did some were very careless in their recording of parts received. The monthly periodical was entered well for the most part, but little effort was made to show a different type of entry for the quarterly and for the irregular publication. Amongst "other details" candidates mentioned price, but did not appreciate it as a recording of subscription payment.

7. *Arrange the following* (*a*) *letter by letter and* (*b*) *word by word*:

New York Academy of Medicine.
The New Century Cyclopedia of Names.
Newton, Sir Isaac.
New States Movement in Australia.
Newsom, Samuel.
New England District, N.S.W.
Newbolt, Sir Henry John.
New South Wales Government Gazette.
Newsreels.
The New Statesman [a periodical].
Newcastle, N.S.W.
New Race of Devils: a novel.
Newbury, *Borough, England.*
Newcastle, Margaret Cavendish, Duchess of.
New South Wales Government Railway Institute.

Careless copying was the most frequent error, producing entries such as: New South Wales Government Railways Institute, for New South Wales Government Railway Institute; New York Academy of Music, for New York Academy of Medicine; Encyclop(a)edia of Names, and Cyclop(a)edia of Names, for the New Century Cyclopedia of Names.

Abbreviations were common, for example, Aust., Inst., N.Y.

Some candidates omitted the initial article "The" from their transcriptions of the headings. Others failed to disregard it in alphabeting, especially in part (b) of the question. This same part (b) was often answered by the collecting together of all the person, place, subject, title entries into four groups. Transposition gave entries such as "Newbolt, Sir John Henry", instead of "Newbolt, Sir Henry John".

8. *Explain the use of the following cross-references in a dictionary catalogue*: (*i*) *Space Flight SEE Interplanetary Flight;* (*ii*) *Interplanetary Flight SEE ALSO Flying Saucers, Guided Missiles, Satellites, Artificial;* (*iii*) (*a*) *Rockets* (*Ordnance*) *SEE ALSO Guided Missiles;* (*b*) *Guided Missiles SEE ALSO Rockets* (*Ordnance*).

This question was badly answered. Too often stock answers were given which referred only in passing to the examples in the question. In (i) "Radio *See* Wireless" appeared as frequently as "Space Flight *See* Interplanetary Flight". (ii) Some candidates merely said "It means a see also reference is used referring to specific aspects of Interplanetary Flight" and left it at that, without further explanation. Candidates did not understand Part (iii).

9. *What is the shelf list? Explain its function in a library and give a sample entry.*

The answers to this question were quite satisfactory. At least half the candidates referred to the shelf list as a good insurance record, and the first thing to be saved in case of fire. It was refreshing to read from one candidate that it would be wise to try to save a few books.

CERTIFICATION AND REGISTRATION OF LIBRARIANS

Preliminary Examination Results, 1958

AUSTRALIAN CAPITAL TERRITORY

Pass

Baskin, Miss Judith Ann D'Acre.
Bland, Mrs. Joy Freda.
Burkitt, Miss Ruth Millicent.
Carroll, Mrs. Dorothy Elizabeth.
Clay, Miss Jennifer Hertford French.
Dammerel, Mrs. Evelyn Anne.
Hamilton, Miss Margaret Verne.
Hemming, Miss Rosemary Ann.
Hibberson, Miss Deirdre Margaret Mary.
Jackson, Mrs. Elizabeth Dorothy.
Richards, Miss Josephine Claire.

NEW SOUTH WALES

Merit

Barkla, Mr. David Seymour.
Hogue, Mr. Cavan Oliver Fenton.
Mitchell, Miss Glenloth Margaret Campbell.
Rochester, Miss Maxine Kathryn.
Saxby, Mr. Henry Maurice.
Teece, Mrs. Viva Olive.
Tucker, Miss Gwendoline Margaret.

Pass

Anderson, Miss Laurice Kay.
Andrews, Mrs. Jean Wylie.
Austin, Miss Christine Rose.
Baksh, Mr. Salim.
Bell, Mr. Alexander George.
Bennett, Miss Noelene Margaret.
Bertram, Miss Ilse Margarete.
Black, Mr. Colin Murray.
Blane, Miss Gwendolyn Mary.
Bonsall-Boone, Mr. Peter Michael.
Brannan, Miss Ann Esme.
Brown, Miss Margaret Julienne Mount.
Buckley, Miss Anne Maureen.
Bulgin, Miss Virginia.
Buzo, Mrs. Elaine Winifred Walker.
Callaghan, Miss Nancy Lynette.
Campbell, Miss Susan Marion.
Carlill, Miss Elaine Jean.
Christie, Miss Jennifer Elizabeth.
Clarke, Miss Gladys Dorothy.
Clift, Miss Elaine Mary.
Clough, Miss Jennifer Miller.
Cohen, Miss Janice Anne.
Cookson, Miss Rachel Anne.
Cormack, Miss Diane.
Coyle, Miss Rosemary Eileen.
Crakanthorp, Miss Marilyn Valerie.
Crick, Miss Helen Matheson.
Cridland, Miss Janet.
Cullen, Miss Rosemary.
Dalton, Miss Elizabeth Anne.
Dobson, Miss Carole Ann.
Donald, Miss Judith Kay.
Dowsett, Miss Janine Beryl.
Dunlop, Miss Wendy Elizabeth.
Dwyer, Miss Adrienne Mary.
Erskine-Smith, Miss Rosemary Grace.
Flack, Miss Janette Elizabeth.
Foster, Miss Anne-Marie.
Gardener, Mr. Anthony Joseph.
Gay, Miss Alice.
Gould, Miss Dorothy Jean.
Grace, Miss Margaret Adele.
Graham, Miss Marie Elizabeth.
Granger, Miss Darli Leona.
Green, Mrs. Adele.
Griffin, Miss June Ann.
Grundy, Miss Margaret Joyce.
Gunnourie, Mrs. Lucie Elizabeth.
Hale, Miss Rhonda Lilian.
Harris, Miss Kaye.
Harris, Miss Nancye Joy.
Hart, Miss Lenore Elizabeth.
Haywood, Miss Pauline Anne.
Head, Miss Louise Newland.
Hey, Miss Naomi Eva.
Hillyar, Miss Patricia Iole.
Hodsdon, Miss Judith Beverley.
Jones, Miss Diane.
Kelly, Miss Wendy Marrelle Harley.
Kirkness, Miss Faye Wendy.
Kirkwood, Miss Timonee Anne.
Klooster, Miss Geraldine.
Lamerton, Miss Faye Marie.
Lawrence, Miss Leeta Coleman.
Lee, Mrs. Velta.
Lloyd, Miss Genevieve Mary.
Lowcock, Miss Rita Wendy.
Lucas, Miss Barbara.
Lynch, Miss Catherine Mary.
McAuliffe, Miss Helen Agnes.
McElhone, Miss Elizabeth.
McEwan, Miss Marlene May.
McHugh, Miss Pamela Margaret.
McLachlan, Miss Pamela Boyd.
McLennan, Miss Margaret Mary.
McMahon, Miss Rose Mary.
Maddocks, Miss Denise Felicity.

Maher, Miss Kathryn Mary.
Mallitt, Miss Coralie Mabel.
Maron, Miss Maureen Margaret.
Melville, Miss Jann Mary.
Menzies, Miss Lorna Jean.
Miller, Miss Janet Louise.
Moalem, Miss Louise.
Moroney, Miss Nora Frances.
Moulden, Miss Rosemary Elsie.
Naelapea, Mrs. Valli Helga.
Neeson, Miss Noel Coralie.
Nevile, Mrs. Winifred Faith.
Nicol, Miss Jeannette Anne.
O'Dwyer, Miss Maria Pauline.
Ormsby, Miss Robyn Mary.
O'Shannessy, Miss Brigid Claire.
O'Shea, Miss Ann Barbara.
Parker, Miss Beverley Joan.
Pattison, Miss Stephanie.
Pearce, Miss Joan Margaret.
Pedersen, Miss Margaret Helen.
Pelham, Miss Maxine Janice.
Petrich, Miss Margaret Bracken.
Pont, Miss Margaret.
Poole, Miss Gillean Jennet.
Poole, Miss Mary Bernadette.
Pronk, Mrs. June Hannah.
Purcill, Miss Judith Anne.
Rhoades, Mr. Gerald Frederick.
Roffey, Miss Kaye Viola.
Romanis, Miss Anne Warwick.
Saunders, Mr. Graham Anthony.
Savell, Miss Janette.
Schmitz, Miss Maria Therese Thea.
Seale, Miss Mary Amy.
Selwood, Miss Jennifer Margaret.
Shepherd, Miss Joan Winifred.
Somogyi, Mrs. Charlotte.
Spark, Miss Johanna Margaret.
Stafford, Miss Paula Ann.
Strong, Mrs. Margaret Ford.
Szintay, Mr. Kalman.
Thompson, Miss Helen May Elizabeth.
Thompson, Miss Pamela Marie.
Thompson, Miss Pamela May.
Thomsett, Miss Patricia Margaret.
Thornborough, Miss Jan.
Tipper, Miss Margaret Anne.
Tow, Miss Mary Teresa.
Trist, Miss Naelo Dorothy.
Turner, Mrs. Olive Marion.
Varady, Miss Kornelia Maria.
Wardell, Miss Georgina Robin.
Watson, Miss Doreen Frances.
Watson, Mr. Richard Samuel George.
Wilson, Miss Kathleen Ruth.
Windsor, Miss Deidre Ann.
Wong Pan, Miss Patricia Jocelyn.
Wright, Mrs. Helen Margaret.
Young, Miss Carolyn Victoria.

Queensland

Merit

Abeysiriwardene, Mrs. Maria Hilda.
Decker, Miss Joan.
Gillies, Miss Ailsa Jean.
Green, Miss Pamela Fay.
Mathewson, Miss Judith Swayne.
Richardson, Miss June Cox.
Sadler, Mrs. Ruth Elizabeth.

Pass

Caffery, Miss Lurline Margaret.
Cardale, Miss Janet McLeod.
Cheshire, Miss Dorothea Lothian.
Coward, Miss Margaret Elizabeth.
Dacey, Miss Shirley Fay.
Doust, Miss Shirley Josephine.
Dunlop, Miss Janiter Howell.
Gilmour, Miss Eunice Catherine.
Hallister, Mrs. Enid Jessie.
Hammond, Miss Barbara.
Harden, Miss Janice.
Harte, Miss Jennifer Anne.
Lenane, Mr. Leo Bede.
McCabe, Miss Margaret Therese.
Norris, Miss Dale Alice Davida.
Norton, Miss Jean Mary.
Pointon, Miss Bette.
Pyne, Miss Margaret Ann.
Wheeler, Miss Doreen.

South Australia

Pass

Ambler, Miss Gillian Mary.
Baillie, Miss Helen Elizabeth.
Bald, Mr. James Angus.
Bell, Miss Margaret Elizabeth.
Brauer, Mr. Arne.
Chin, Mrs. Dawn Oulton.
Clark, Miss Josephine Mary.
Gervasi, Miss Agostina Fausta.
Hancock, Miss Patricia Kathleen.
Hankel, Miss Valmai Audrey.
Hitchcox, Miss Elizabeth Anne.
Keig, Mr. Alan Richard.
Klose, Miss Patricia Mary.
Liberty, Miss Helen Elizabeth.

Lloyd, Miss Judith Anne.
McKay, Miss Margaret Joy.
Moore, Mr. John Robert.
Mykyta, Mr. Irenej George.
Northey, Miss Helen Louise.
Peisach, Miss Ilana Freda.
Perkins, Miss Ethel Rae.
Rankine, Miss Josephine Patricia.
Read, Miss Frances Margaret.
Scally, Miss Catharin Ann.
Scrutton, Miss Leona Rae.
Smeaton, Miss Margaret Elsie.
Stacey, Miss Angela Kingsley.
Stapley, Miss Jocelyn.
Stiller, Mrs. Margaret Dorothy.
Sweeney, Miss Mary Ryan.
Thomas, Miss Leone Rosemary Lucille.
Warner, Mrs. Elfriede Eva.
Young, Mrs. Aileen.

TASMANIA

Merit

Dunbar, Miss Helen Mavis.
Lilley, Miss Caroline Ann Mulhearin.

Pass

Nash, Miss Helen McLeod.
Verrall, Miss Judith Mary.

VICTORIA

Merit

Garran, Miss Elisabeth Rosemary.
Savidge, Mrs. Susan.
Vanstan, Miss Jean Rudd.

Pass

Anderson, Mr. John Cunningham.
Barker, Mrs. Jill.
Barratt, Miss Fay Paxton.
Bedohazy, Mrs. Kathleen.
Betbeder, Miss Camilla Juliet Ursula.
Bokhari, Mr. Waheed Shah.
Bonig, Mr. Ali Otto.
Brown, Miss Gwenda Florence.
Bush, Miss Amy Maysie.
Button, Miss Muriel.
Campbell, Mrs. Ann Valnere.
Carlson, Mr. Laurance Erik.
Cochrane, Miss Jean Aitken.
Davies, Miss Amy Shirley.
Devitt, Mr. Thomas Francis Michael.
Ensten, Miss Ann Elizabeth.
Feely, Miss Virginia Mary.
Frencham, Miss Judith Claire.
Garson, Mr. Leslie Bilsbury.
Gaunson, Miss Meredith Linay.
Gibson, Miss Sally Tarrant Galloway.
Gifford, Miss Helen Margaret.
Gray, Mrs. Molly Bettina.
Green, Miss Anne Valeria.
Gutteridge, Miss Anne Elisabeth Syme.
Harcourt, Mrs. Galina.
Harrigan, Miss Nola Catherine.
Haysom, Miss Beverly Anne.
Hearn, Miss Dalys Claire.
Hemming, Miss Janet Mary.
Hogan, Miss Frances Mary.
Hughes, Miss Judith Anne.
Hurst, Miss Gabrielle Margaret.
Ingram, Miss Katherine Elizabeth.
Jonnes, Miss Carol Rosemary.
Karazija, Mrs. Alena.
King, Miss Patricia.
Levy, Miss Reka.
Loane, Miss Jessie Frances Mary.
Lowe, Mrs. Gladys.
Luth, Miss Sylvia Isabelle.
McConnell, Miss Elizabeth Mary.
McGrath, Miss Nancy Elizabeth.
McKee, Miss Ursula Beatrice.
McKenzie, Mrs. Hazel Jean.
McKenzie, Mr. Keith Alexander.
McMillan, Miss Anne Elizabeth.
McSwiney, Miss Annette Frances.
Mees, Miss Marie Elisabeth.
Merchant, Mr. Martin Charles David.
Messemaeckers Van de Graaff, Miss Dina Maria.
Mitchell, Miss Gillian Margaret.
Moore, Mr. Stanley Claude.
Mouy, Mr. Stanley.
Murray, Miss Judith Ann.
Nelson, Miss Sheila Ann.
Nicholls, Miss Elizabeth Barbara.
Noble, Mrs. Nancy.
Nunn, Mr. Harry Wilfred.
O'Hara, Miss Denise.
Piesse, Miss Frances Ruth.
Pinkerton, Miss Suzanne Noel.
Reeves, Miss Elizabeth McKelvie.
Rendall, Miss Elizabeth Lilian.
Roache, Miss Patricia Anne.
Robson, Miss Margery.
Romuld, Mrs. Jocelyne Evelyne.
Ross, Mrs. Barbara.
Sanders, Miss Amy Alice Elaine.
Scully, Miss Norma Olive Mary.
Sharp, Miss Elaine Merle.

Spriggins, Miss Phyllis.
Stecher, Mrs. Elizabeth.
Stecher, Mr. George.
Stokoe, Miss Leona.
Verberne, Mr. Thomas Johannes Petrus.
Whitton, Miss Rosslyn Anne.
Williams, Mr. Robert Austin.
Witheridge, Mrs. Sofija.
Zoldesi, Miss Eva.

WESTERN AUSTRALIA

Pass

Alexander, Miss Mary Lowes.
Andrews, Mr. Alfred Edward Michael.
Barr, Miss Alison Margaret.
Biskup, Mr. Peter.
Browne, Miss Judith.
Duffield, Miss Helen Mary.
Edwards, Miss Anne Elizabeth.
Ford, Mrs. Mary Frances.
Gibson, Mr. Frederick George.
Grylls, Miss Elizabeth.
Hammond, Miss Christine Rosalind.
Holmes, Miss Margaret Elizabeth.
Howitt, Miss Felicity Ann.
McAveney, Miss Margaret.
McCall, Miss Mary Lennie.
McRae, Miss Gwenyth Joy.
Maughan, Miss Jill Elizabeth.
Tayler, Miss Stephanie Edersheim.
Wilson, Miss Jennifer Warner.
Young, Miss Alicia Melba.

OVERSEAS

Pass

Zia-Ul-Haq, Mr.

Correspondence

Dear Sir,

Mr. Sharr's article, *What's the use of cataloguing and classification,* in the July, 1958, issue of the Journal left me in a state of some perplexity. In the first half of his article he seems to argue towards a point where he proves that R.1-3 are superfluous on two grounds — that most people in library work do not do cataloguing and classification; and that in relation to those few who do, this examination in particular is not a good enough test, and further, no written examination can test actual ability to carry out high quality cataloguing as a specialist function because of factors of temperament. If this second argument was carried to its logical conclusion we should not examine those who were going to be cataloguers at all.

He then makes a plea for the importance of selection and says that "a well selected stock badly organized would on balance be more useful than a badly selected stock well organized". This seems a rather doubtful judgement to make — rather like saying that a house in which the materials are good but which is poorly built is better than one which is made of poor materials but is well built. The observation is pointless because in either case the house is likely to fall down. Not only that, but in practice one only rarely finds these combinations of extremes. The more general tendency is towards constant standards of quality — if a library has an outstanding system of selection it is likely that the quality of cataloguing will be around the same standard and conversely if a library is noted for its outstanding cataloguing it is unlikely to be taking trash into stock. One might agree that more attention should be paid to selection, but to suggest that it is more important than cataloguing and classification is just not valid. Mr. Sharr says that fifty years ago cataloguing and classification were new and important subjects which had to be emphasized to achieve acceptance but that now they are accepted

without question. Does this acceptance reduce their intrinsic importance in library work?

It is very doubtful indeed whether the improvement in cataloguing services has appreciably reduced the need for a knowledge of cataloguing and classification. For the fact is that it is necessary for virtually all members of a library staff who are not just clerical workers to be able to use catalogues with intelligence, and the greater the knowledge of their principles and construction the better. It is in fact impossible for readers advising, book selection, compilation of bibliographies, pre-cataloguing checking of orders, and so on to be done well without complete familiarity with not only the library's own catalogue but also those various printed catalogues and bibliographies which are in fact extensively used in nearly all these operations.

One would agree with Mr. Sharr that cataloguing should not be considered the central art and mystery of librarianship — but having agreed that cataloguing and classification should not be made a fetish that does not alter the fact of their fundamental importance. One might also agree that the specific content of the syllabus in relation to R.1-3 is not what it might be, but this also does not alter that basic importance of cataloguing and classification in the training programme. A plea for the inclusion, perhaps even on a compulsory basis, of wider training in book selection is valid enough in itself but such inclusion should not be at the expense of training in cataloguing and classification.

BARRY SCOTT,
Deputy Librarian,
University of Queensland.

Book Reviews

A LIVING LIBRARY: Planning public library buildings for cities of 100,000 or less. Martha Boaz, editor. Los Angeles: University of Southern California Press, 1957. (Papers presented at an Institute on Public Library Architecture sponsored by the School of Library Science, University of Southern California, 25th-26th April, 1957.)

The introduction to this book, by the distinguished architect Richard Neutra, entitled "A Living Library", is in the nature of a warning against a too practical approach to library planning.

The following sections, each by a leading librarian or architect, are, however, admirably practical in their approach to the individual problems discussed. Nevertheless the writers reveal that their theories have developed from a sound basis of library philosophy and aesthetics.

From the editor's brief opening outline of the need for community survey preliminary to building, articles discuss the problem under the following headings: The planning team (three articles); The building and the services within (six articles); Engineering and architectural details (two articles); The interior (one article); Reading the blueprints (six articles); a final section of appendices showing: (*a*) a table of some comparative figures on recent and contemplated central library buildings; (*b*) reference data — rules, dimensions, standards; (*c*) suggested readings.

All of this is encompassed in 84 double-column pages. It is therefore apparent that the articles are admirably succinct.

The businesslike way in which the writers deal with their problems is praiseworthy and even noteworthy in a field which has

suffered the full treatment from librarians so often, with masses of verbiage. It should serve as a pattern for all librarians interested and involved in the business of library building and planning.

Clearly owing much to the more detailed work of Wheeler and Githens, and further informed by the results of the Public Library Enquiry and the A.L.A. Standards, it collects and reduces the various findings and formulae to a workable basis which will serve the authority, librarian and architect. It is taken for granted that the chief librarian of a service should be consulted and should participate fully in the planning of a library building, and it would seem that this principle has been widely accepted in the U.S.A.

Whilst not fully accepted here — by authorities less than by architects — much progress has been made. Librarians who can show their preparedness to participate in such planning as the writers of these papers should have little trouble in earning and playing a decisive part in the planning team.

Work such as this must gain the respect of both architects and authorities and sets a model for all librarians as well as a warning that interest must be accompanied by the results of hard research and planning related to the programme of the library service involved.

The book is illustrated by several plans and photographs of recently built libraries.

A number of interesting facts are disclosed incidentally. For example, Doris Rider Watts, co-ordinator of work with young people, Long Beach, California Public Library, writing on service to young people, emphasizes that the trend is definitely away from the entirely separated youth library room or building. This is best illustrated by the fact that the famous Nathan Strauss Branch Library in New York has been closed. "What we want", she says, "is allocated space — somewhere set off in the adult department — a part but apart from. We don't want separate rooms for young adults."

Priced at $2.25, nicely designed and well printed on fair quality white paper just a little too light in texture so that there is slight show-through, it has, unfortunately, a soft paper cover flimsily attached. Nevertheless this book would be well worth the trouble and cost of rebinding and is a worthy, almost an essential, addition to the library economy shelves of even moderately small library services.

B.B.

BRITISH BROADCASTING. A Bibliography. 1958. By The British Broadcasting Corporation, London, 1958. 49 pp. Price, 5s.

A "Note by the Librarian", which prefaces the bibliography, summarizes the contents succinctly. It states that this replaces a previous bibliography issued in 1948, entitled "Books about Broadcasting". The important proviso is that the scope is "books published in this country on sound and television broadcasting, excluding those on engineering subjects".

Some 200 items follow, arranged in 18 broad subject groups, ranging from history, art and technique to finance, with a separate section for BBC serial publications. An interesting point is that about one-third of the contents is devoted to official publications, such as relevant parliamentary debates and constitutional documents.

The index is to names only, leading to the author of the material and, in the case of the biography section, those people connected with the BBC.

Brief annotations summarize any items where the entry is not self-explanatory.

The whole bibliography is clearly set out and appears to be most comprehensive.

B.G.

LIBRARY ASSOCIATION OF AUSTRALIA CONFERENCE 1959

A Conference of the Library Association of Australia will be held in Sydney on Tuesday, Wednesday and Thursday, 25th, 26th and 27th August, 1959.

The place of meeting will be the new General Studies building of the Department of Technical Education in Harris Street, Sydney.

There will be Plenary Sessions, Section Meetings and meetings for special interests for which there are no Sections, for example cataloguing, library administration, etc.

The General Council will meet on Monday and Friday, 24th and 28th August, and these days will also be available for Section business meetings, inspections of libraries and other Section meetings and functions which may be arranged.

Sections will arrange the programme details for their own meetings and there may be some joint meetings. Suggestions for subjects for discussion at the meetings for special subjects will be welcomed by the Conference Secretary, Mr. A. L. J. Johnson, B.A., B.Ec., LL.B., The Library, Parliament House, Macquarie Street, Sydney, not later than 31st January, 1959.

Information about hospitality, accommodation, entertainment, details of the programme, costs and so on will be made available as soon as possible.

Branch News

NEW SOUTH WALES BRANCH

Meetings

The Branch has been fortunate in having two very prominent librarians as speakers for recent meetings.

Mr. F. A. Sharr, State Librarian of Western Australia, addressed a meeting at the Public Library of New South Wales on 13th August, 1958, on "Library Development in Western Australia". Many interstate visitors were present at the meeting, which followed the annual general meeting of the Association. Amongst those welcomed by the President were Miss E. Archer, from Victoria, Miss Wood from Western Australia, Mr. Torrington and Mr. Stockdale from the A.C.T., Mr. Browning, Miss Reynolds and Miss Paltridge from Tasmania, Miss Huish and Mr. Scott from Queensland, and Mr. Wells, Mr. Cowan and Miss Whyte from South Australia.

A special meeting of Section Divisions was convened to hear Dr. Keyes D. Metcalf give an address on 16th September, at the A.M.P. Society's staff dining room. A record attendance of 150 members heard Dr. Metcalf speak on "Basic Problems in Librarianship" in his quietly humorous yet scholarly style, interlarded with anecdotes drawn from his fifty-odd years of library experience.

Promotion Subcommittee

This subcommittee of the N.S.W. Branch was formed to consider ways and means of keeping country members better informed on Association affairs and activities. Two of its recommendations have already come into effect.

One is the new *Bulletin* which replaces the old notice of meetings and Branch news and now includes, in addition, a full report on all meetings held by the Branch. Miss Joyce Geake is the editor, assisted by a tape recorder.

The other recommendation was the formation of groups, to hold their own meetings and arrange other activities, in areas outside Sydney where there are sufficient members. The first of these to come into being is the New England Group, which held its inaugural meeting at the Dixson Library in the University of New England on 8th September, 1958. Mr. F. H. Rogers was elected Chairman, Mr. V. Crittenden the Vice-Chairman, and the committee is comprised of Mrs. Ebele, Miss Lawrence and Mrs. Rowland. As the meeting was held on the occasion of Dr. Keyes Metcalf's visit to Armidale, the New England Group had the distinction of having its first meeting addressed by him and received his congratulations.

Discussions are under way with a view to forming a similar group in the Wollongong district.

Representative Councillors

Mr. E. Seymour Shaw, M.B.E., and Mr. C. E. Smith will continue to represent the N.S.W. Branch on the General Council in 1959. As only two nominations were received, an election was not necessary.

WESTERN AUSTRALIAN BRANCH

Branch Activities

The May meeting of the Branch was a film evening. The films shown covered various parts of the syllabus of the Preliminary Examination.

In June the Children's Section and the Branch organized a joint meeting, held in the new library building at Methodist Ladies' College.

VICTORIAN BRANCH

The quarterly meetings of the Branch have been well attended. At the June meeting a panel discussed questions asked by members. The panel consisted of the following: Miss Betty Doubleday, Chief Librarian of C.S.I.R.O.; Mr. Arthur Gardner, Chief Inspector of the Public Service Board; Mr. Phil Garrett, Research Officer of the Public Library of Victoria; Dr. Sam Hammond, Reader in Psychology at the University of Melbourne; and Mr. Ken Ling, Melbourne City Librarian.

At the October meeting, Dr. Metcalf addressed one of the largest meetings in the

history of the Branch. All those present found his address, and indeed his presence, most interesting and stimulating.

Repairs and renovations of the Reference Reading Room at the Public Library of Victoria are progressing. The work involves the removal of the large ceiling windows, the ceiling then to be plastered on the inside, and the dome covered with copper sheathing on the outside. In addition, there is to be a complete check made of the plaster mouldings and decorative features from the ceiling to the floor, a height of 150 feet. The whole of the interior is to be painted. Work on two of the eight faces of the room is completed.

Several new libraries have been opened recently. At Sandringham the library is occupying a new building, while the Melbourne City Library and the Shepparton Library are in converted existing buildings, in which the architectural work has been done in a most attractive and yet functional manner.

The library at Newton and Chilwell recently moved into new quarters, which are a tribute to the planning of the librarian, Miss Isabel Meredith, and to the architect. The children's section continues in the old building.

Mrs. Vida Horne, formerly librarian at Lismore, N.S.W., has recently returned from England, where she worked at the Holburn Public Library, and is now in charge of the Footscray City Library.

A referendum was held in the Glenelg Shire to allow residents to decide whether they wished to join in a region scheme based on Hamilton. The result was an overwhelming decision in favour of doing this, and a regional scheme is to be set up, to include Hamilton and the three adjoining shires of Dundas, Glenelg and Wannon.

Miss Lois Semmens, Head Cataloguer of the Library of the University of Melbourne, returned recently after a year spent in the United Kingdom and Europe. Miss Pam Trier, of the same staff, leaves in October to take a position on the staff of the library of Johns Hopkins University in Baltimore, Maryland.

Dr. Metcalf conducted a series of seminars at the University. These were well attended by librarians from a number of Melbourne libraries, and also, at the last meeting, whose topic was "The Place of the Library in the University", by members of the teaching staff of the University of Melbourne.

The Branch offers its congratulations to Mr. Warwick Eunson, who has been appointed as Principal of the Teachers' College at Frankston. Mr. George Holman will take over the position as Librarian at the Melbourne Teachers' College, and Miss Dulcie Hollyock will move from the Burwood Teachers' College to take the position formerly held by Mr. Holman at the Toorak Teachers' College.

SOUTH AUSTRALIAN BRANCH

The June meeting of the Branch was devoted to a debate on the subject "Libraries or Roads". Mrs. J. Allgrove, Miss R. Lotze and Mr. I. Mykyta presented the case for libraries, and Miss H. Devitt, Miss M. Burns and Mr. A. Ketley argued that South Australia was more in need of roads and other such practical amenities.

In August, Mr. Gerald Fischer, of the South Australian Archives, spoke about the national archives of the United States and of India, and showed very interesting films of these two institutions. At this meeting also our two representative councillors, Professor W. G. K. Duncan and Mr. J. A. Wells, reported to the members the proceedings of the recent Council meeting.

The Branch was honoured with a visit from Dr. K. D. Metcalf in September. During his week in Adelaide Dr. Metcalf addressed two branch meetings, on "Library co-operation" and "Library planning", and held two seminars for representatives from the different libraries in the Adelaide area. One was on the subject of "Acquisition and cataloguing problems" and the other "Personnel and recruitment problems".

The South Australian Division of the University Libraries Section held a meeting at the Barr Smith Library in October, with Mr. W. G. Buick as guest speaker. His subject was "A Librarian at the University of Chicago". Mr. Buick has recently returned to the Public Library of South Australia after a year of post-graduate work at the Graduate Library School of the University of Chicago.

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